

**IMPROVING READING COMPREHENSION THROUGH JIGSAW TECHNIQUE OF
THE EIGHTH GRADE STUDENTS
OF SMP 1 WONOSOBO**

A THESIS

Presented as Partial Fulfillment of the Requirements for the Attainment

Of a *Sarjana Pendidikan* Degree in English Education Department



By:

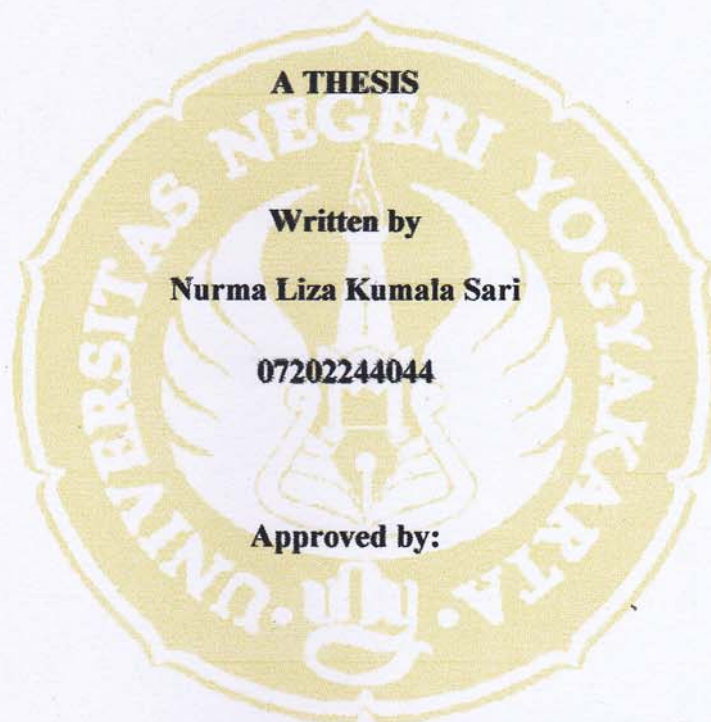
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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY
2013**

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**IMPROVING READING COMPREHENSION THROUGH JIGSAW
TECHNIQUE OF THE EIGHTH GRADE STUDENTS
OF SMP 1 WONOSOBO**



A THESIS

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menyatakan bahwa karya ilmiah ini adalah hasil pekerjaan saya sendiri. Sepanjang pengetahuan saya, karya ilmiah ini tidak berisi materi yang ditulis oleh orang lain, kecuali bagian-bagian tertentu yang saya ambil sebagai acuan dengan mengikuti tata cara dan etika penulisan karya ilmiah yang lazim.

Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Yogyakarta, 13 September 2013

Yang menyatakan,



Nurma Liza Kumala Sari

MOTTOS

**“In my life, I’ve lived, I’ve loved, I’ve lost, I’ve missed, I’ve hurt, I’ve trusted,
I’ve made mistakes, but most of all, I’VE LEARNED”**

**You must make a choice to take a chance or your life will never change
(Mario Teguh)**

**Every story has an end, but in life every end is a new beginning.
(Rangga Umara)**

**The small heaven that I have is my mother’s smile
(Liza)**

DEDICATION

I DEDICATE THIS THESIS TO:

My beloved Mother and Father (Ibu Hj. Siti Rochayah and Bp H. Budi Pratikno)

Thanks for their long lasting love, prayer and kindness.

My beloved husband (Yuniar Ari Bowo)

Thanks for coloring my life with love and support.

My Beloved Aunty (Ibu Hj. Siti Wiladi)

Thanks for the material and immaterial support

My beloved classmates (I Class PBI 2007)

My beloved friends (Rizky, Dita, Hana, Mbeti and all Kusuma boarding house
family)

Thanks for coloring my life with love and laugh

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I realize that this thesis is far from being perfect; therefore, I greatly appreciate any criticism, ideas, and suggestions for the improvement of this thesis. Finally, I hope that this thesis will be useful for the students of English Education Department.

Yogyakarta, September 13th 2013

The Writer

Nurma Liza Kumala Sari

TABLE OF CONTENTS

	Page
TITLE	i
APPROVAL SHEET	ii
RATIFICATION.....	iii
<i>PERNYATAAN</i>	iv
MOTTOS	v
DEDICATIONS	vi
ACKNOWLEDGEMENTS	vii
TABLE OF CONTENTS	ix
LIST OF APPENDICES.....	xiii
LIST OF TABLES.....	xiv
LIST OF ABBREVIATIONS	xv
ABSTRACT	xvi

CHAPTER I INTRODUCTION

A. Background of the Study.....	1
B. Identification of the Problem.....	3
C. Limitation of the Problem	4
D. Formulation of the Problem	5
E. Research Objective	5
F. Significance of the Research.....	5

CHAPTER II LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

A. Literature Review	6
1. Reading	
a. The Nature of Reading.....	6
b. Reading Comprehension.....	8
c. Reading Strategy	8

2. Jigsaw	10
a. Definition of Jigsaw	10
b. History of Jigsaw	11
c. The Benefit of Jigsaw	11
3. English Teaching and Learning	13
a. Teaching English for Junior High School	13
b. Teaching Reading Comprehension at Junior High School.....	16
c. The Curriculum and the Syllabus of Junior High School.....	17
4. Previous Research Finding.....	19
B. Conceptual Framework	20

CHAPTER III RESEARCH METHODS

A. Type of the Research.....	22
B. Subject of the Research.....	22
C. Research Setting.....	22
D. Instruments of the Research.....	22
E. Data Collecting Procedure	23
F. Analysis of the Data	24
G. Data Trustworthiness	26
H. Research Procedures	26

CHAPTER IV FINDINGS AND DISCUSSIONS

A. Reconnaissance	29
1. Condition Before the Actions were Carried Out.....	29
2. Identification of the Field Problems to be Solved.....	32
3. Determining the Actions to Solve the Field Notes	33
B. Report of Cycle I	34
1. Planning I.....	34
a. Implementing the Strategy of Recognizing the Jigsaw Technique in the Teaching and Learning Process of Reading	34

b. Making Sense of Texts.....	35
2. Action and Observation in Cycle I.....	35
a. The First Meeting.....	36
b. The Second Meeting.....	38
c. The Third Meeting.....	39
3. Reflection of Cycle I.....	41
4. Summary of Cycle 1	46
C. Report of Cycle II.....	47
1. Planning II	47
2. Action and Observation in Cycle II.....	48
a. The Fourth Meeting.....	48
b. The Fifth Meeting.....	50
3. Reflection of Cycle II	51
a. Implementing the Strategy of Jigsaw Technique in Teaching and Learning of Reading	51
b. Reviewing the Strategies of Jigsaw Technique in Teaching and Learning of Reading	55
4. Summary of Cycle II	57
D. General Findings.....	57

CHAPTER V CONCLUSSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusions	60
B. Implications.....	62
C. Suggestions	62

REFERENCES.....	65
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LIST OF APPENDICES

A. Appendix 1: Interview Transcripts	66
B. Appendix 2: Field Notes	78
C. Appendix 3: Observation Checklists.....	81
D. Appendix 4: Lesson Plan	83
E. Appendix 5: Course Grid	106
F. Appendix 6: Pre-test, Post-test, Progress Tests 1 and 2	112
G. Appendix 7: The Score Comparison.....	131
H. Appendix 8: Photograph of Actions	133
I. Appendix 9: Attendance List.....	136
J. Appendix 10: The Students' Score	137
K. Appendix 11: Letter	138

LIST OF TABLES

Table 1: Problems in the English Teaching-Learning Process at Class VIIIID, SMPN 1 Wonosobo.....	31
Table 2: Field Problems and Causes	32
Table 3: Field Problems and Main Causes and Actions.....	33
Table 4: The Description of Students' Improvement.....	58

LIST OF ABRREVIATIONS

App	: Appendix
ET	: English Teacher
In	: Interview
KTSP	: Kurikulum Tingkat Satuan Pendidikan
N	: Negeri
PBI	: Pendidikan Bahasa Inggris
R	: Researcher
SKKD	: Standar Kompetensi dan Kompetensi Dasar
SMP	: Sekolah Menengah Pertama
Ss	: Students
UAN	: Ujian Akhir Nasional

IMPROVING READING COMPREHENSION THROUGH JIGSAW TECHNIQUE OF THE EIGHT GRADE STUDENTS OF SMP N I WONOSOBO

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ABSTRACT

The objective of this study is to improve reading comprehension through jigsaw technique of the eight grade students at SMP I Wonosobo. This research applied the principles of action research. It was conducted in two cycles. The subjects of the study were 28 students of Class VIII D of SMP N 1 Wonosobo. In collecting data, the research employed some techniques, namely observation, interview and reading test. The data were in the forms of field notes, students' tests and interview transcripts. To deal with the problems, the researcher implemented Jigsaw technique as the main activity. This research employed the strategies of recognizing the description pattern for descriptive texts and recognizing the sequence pattern for recount texts because the focus on this study was descriptive and recount texts.

In reference to the application of two cycles, the results of this study show that the implementation of Jigsaw Cooperative Learning technique in the reading class is effective to improve students' English reading comprehension competence through its cooperative and systematic learning structures which motivate students to learn reading, maximize students' participation during the reading activities, and reduce students' boredom in learning. The students were able to identify the ideas of paragraphs explained in supporting details and topics told in the chronological order in the texts so that they understood the texts. In addition, these activities made them become more active because they were accustomed to identifying the patterns before they answered questions. They also enjoyed the teaching and learning process of reading.

It can be shown by the improvement scores of pre-test, post-test and progress test 1 and 2 of recount and descriptive from 6.3 to 8.3 and 9.32 to 9.42 respectively. This implies that the implementation of Jigsaw Cooperative Learning technique gives positive effects to the improvement of students' performance and achievement in the teaching and learning process.

CHAPTER I INTRODUCTION

A. Background of the Study

Learning a foreign language is more difficult than learning a national language or learning a mother tongue because a foreign language has different aspects such as pronunciation, vocabulary, and the cultural background of the language itself. A foreign language can be studied when they join formal education.

In Indonesia, students are required to learn English in formal education, besides they also learn English in non-formal education, such as English courses or private lessons. The reason is the learners want to study English deeply. They are still need guidance.

Reading is one of the four important skills besides speaking, listening and writing in the English teaching-learning process. Reading has an important position in the academic field. Reading comprehension is one of the skills that is tested in the final exam. This shows that reading comprehension has to be taught well.

Many people say that reading is the window of world, by reading people can learn everything easily. They can also catch the information in a text even the detail information. They do not need to see the real thing directly because they can get all the information from the book that they read.

Unfortunately, based on the researcher's observation that held on September, 19th 2012 at SMP I Wonosobo, most of students of VIII D class had low ability in comprehending texts so that the objectives of the English teaching and learning process cannot be reached easily. The students found difficulties in comprehending textbooks. The difficulties are caused by several reasons. First, the students lacked vocabulary. Then, the materials were not enjoyable and did not reflect the students' surrounding. Besides, the activities in teaching and learning process were often monotonous because there was no variation in the teaching-learning technique.

Because of the problems above, the teachers should find a technique of teaching reading so that the students can enjoy the teaching and learning process and be stimulated in learning EFL of reading comprehension. The technique should be communicative. One of the ways to make the teaching of reading effective is by encouraging the students to be active so they can enjoy the teaching and learning process. Therefore, their reading skill can be improved. One of the teaching techniques is cooperative learning. It was believed to give chance for students to be involved in discussions. This technique has courage and critical thinking. So, the student can be more attractive to join the teaching and learning process. Students will also be active to participate the teaching and learning process of reading because they will learn more through a process of creating, working in a group and sharing knowledge.

One of the techniques in cooperative learning that can be used is jigsaw. Jigsaw is a technique which is very simple to apply. It demands the students to learn in group of 4-6 students who have heterogeneous ability. Each home group member meets in expert groups to study the material assigned to each group member. After discussion, they go back into their group members and explain their discussion to his/her group members.

B. Identification of the Problem

Based on the school-based curriculum, English is needed in all schools to prepare the students for a competition in the globalization era and for absorbing the information in the 21st century. In the school-based curriculum, the teaching and learning English is aimed to achieve communicative competence (BSNP, 2006).

Related to the importance of reading in the English teaching and learning process, there are some problems found in teaching reading. These problems can be seen from the students, the teaching method, the materials and the activity.

The first problem was that student lack vocabulary. Most of the students still had difficulties in understanding reading texts. They were not able to identified information of the text. They still asked each other to comprehend a text. They often felt confused when they read a long English text. These difficulties made them have less comprehension. When they were asked to look for unfamiliar vocabularies, some of them neglected the command and they just

chatted with their friends or even they asked the teacher to know the meaning of the unfamiliar word.

The second problem was the learning materials. Sometimes, the students' boredom was influenced by the materials that the teacher used to teach reading. There were various text types in English but students had limited access to learn them because they only had LKS in the learning process. Then, the others sources that were used such as newspaper, science book, and article, were not interested for the students. The condition made the students bored and lazy to study so that their score was low.

The last problem was the activities in the teaching and learning process. In many cases, the activities in the teaching and learning process were monotonous. In the teaching and learning process, the teacher just asked her students to read a text and look up the meaning of the unfamiliar vocabulary. The learners assumed that reading English made them confused and bored.

In line with the problems explained above, the students faced difficulties comprehending the text in the process of teaching and learning reading. Moreover, this condition made the students unable to learn the language well.

C. Limitation of the Study

Based on the problem that was stated previously, this study would be hard. Concerning the limitations that the researcher has, she would conduct research focusing on the improving students' reading comprehension through the

jigsaw technique type of cooperative learning. The study only focused on the eight grade students of SMP I Wonosobo to improve their reading comprehension by using jigsaw technique.

D. Formulation of the Problem

The problem of this research was how Jigsaw technique could be implemented to improve the students' reading comprehension in the English learning of the eight grade students of SMP 1 Wonosobo?

E. Research Objective

The objective of this research was to increase the students' reading comprehension in the English learning of the eight grade students of SMP N 1 Wonosobo by using Jigsaw.

F. Research Significance

This research was expected to give a valuable contribution to get practical and theoretical significance. Practically, the result of this research would be useful for other researchers who were interested in analyzing teaching reading to the secondary school. It also gave some experiences and clear understanding about the process of teaching reading using jigsaw technique to the readers. Besides it gave contribution to English teacher and could be a reference to improve their ability and competence in teaching English. Theoretically, the finding of this research contributed to the development of knowledge especially the English language teaching methodology.

CHAPTER II

LITERATURE REVIEW & CONCEPTUAL FRAMEWORK

A. Literature review

This chapter are divided into four parts; reading, jigsaw, English teaching learning, and previous research finding. The discussion of each part is presented below.

1. Reading

a. The Nature of Reading

Moreillon (2007: 23) says that reading is making meaning from print and from visual information. However, reading is not simple. Reading is an active process that requires a great deal of practice and skill.

On the other hand, Fountas & Pinnell (2006:7) say “Reading is a thinking process, is part of everything that happens to you as a person and comprehending a text is intimately related to your life.” This definition reinforces Rosenblatt’s theory (1994:47) that reading comprehension requires the reader to interact with the text.

The Ministry of Education for Ontario (2004:61) uses a similar definition of the reading process in its latest publications: “Reading in the junior grades is an interactive, problem-solving process, with the primary purpose of making meaning”.

Therefore, reading comprehension is an activity to get information in written language. Students can get information for their need. It can be useful activity to expand their knowledge.

Reading is very useful activity in spending the time. By reading they can get pleasure without going out from home. We can do this activity whenever and wherever we are. For examples, we read novels, comics, short stories, etc in the holiday. We can also read a newspaper, magazine, or tabloid when we are having breakfast. The second is reading for information (in order to find out something or in order to do something with the information).

In this modern era, people need to know about what happen in their environment and its development. Besides they can get new information from reading, they can also get a job from reading for example from the newspaper, magazines, tabloids, etc.

b. Reading Comprehension

It is important for us to know further about comprehension by the definition first. Here, there are many definitions suggested by experts about reading comprehension.

Lenz (2005:1) says “Reading comprehension is the process of constructing meaning from text.” Richard, Platt and Weber (1985:238) define reading comprehension as the understanding that results from perceiving a written text. There are different types of reading comprehension distinguished according to the reader’s purpose in reading: literal comprehension, inferential comprehension, critical comprehension and appreciative comprehension.

However, according to Olson and Diller (1982:42), reading comprehension is a term used to identify those skills needed to understand and apply information

contained in a written material. This statement is supported by Harris and Sipay (1980:179) who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language.

In short, reading comprehension is a process understanding or derives meaning and information from a written text. In other words, it is a process of comprehending the text.

c. Reading Strategy

The Junior High School students need many reading strategies to develop their reading skills, because it can help them in comprehending the text easily. Cunningham and Allington (2007) summarize six strategies, based on Duke and Pearson's (2002) research. They are as follow.

1) Prediction

In prediction skills, readers just look at the illustrated cover or discussing the title of a work to help the readers to make a link to related works. This also helps readers to organize the content into a logical framework for learning.

2) Think-aloud

Readers need to think aloud as they read to show how they make meaning of a text.

3) Using text structure

Readers must be familiar with a variety of text forms and features to aid their comprehension of that genre of text. Being familiar with the structure of a text helps the readers to organize the information and improves their level of comprehension.

4) Using visual cues

Visualization cues can be used to be self-monitor and facilitate the reader's understanding of a text. It helps a reader to relate to the text and improves comprehension levels. Seeing an image when reading is a useful self-check for readers to gauge the speed with which they read.

5) Making Summarizing

In this strategy, readers need to retell the key points of a text in sequence and hold these details in memory. Being able to summarize information effectively is an invaluable skill for readers of all ages.

6) Questioning

Good readers ask questions about what they read, as they self monitor for understanding. They ask questions of themselves, of their peers and of their teachers. Pausing to ask questions is part of the reading process. Asking questions that start with *how* or *why* engage the reader. By asking questions of the text, a reader is actively responding to the material to incorporate the new material into his or her schema.

Students in the junior high school grades must be able to use and apply these reading strategies across a variety of texts to be proficient. Successful readers employ all six of these reading strategies to comprehend fully the world around them.

2. Jigsaw

One type of cooperative learning is the Jigsaw technique. Jigsaw is a teaching technique invented by social psychologist Aronson in 1978. It is a cooperative learning technique that is appropriate for students from grade 7th to 12th. The technique is an efficient teaching method that gives each member of the group an essential part to play in learning activity.

a. Definition of Jigsaw

Jigsaw is a group learning method in which individuals within the group each study different aspects, or pieces of a topic, then come together to teach one another about what they have learned, ultimately resulting in the entire group learning about all of the studied aspects of the topic.

Berkeley-Wykes (1983:314) defines the Jigsaw Reading technique as the technique in which a reading text is cut into segments and the task of the students is to restore it to its proper order - to make sense of the text. If used as a group activity where students discuss the decisions of how to order the segments of the text, it can elicit a great deal of communicative interaction.

This jigsaw structure is meant to provide students with the chance to learn a material from their peers. A material is divided into sections and one section is for each student to take care of. The students who are responsible for the same section

get together and form a new group of which the goal is for the students to master the section of the material and to enable them to teach the other members in their original learning group later.

b. History of Jigsaw

Initially the jigsaw classroom was first introduced in 1971 by Aronson in Austin, Texas. After studying the problem at the request of the school superintendent, Aronson decided that inter-school competition was leading students to study too much on their own, and was interfering with the idea of a cooperative classroom.

The jigsaw technique was randomly introduced into some classrooms and not introduced into the other classrooms. This allowed for comparisons between students in jigsaw classes and those are not in jigsaw classes. Students in the jigsaw classes expressed significantly less prejudice and negative stereotyping, more self-confident, and liked school better when tested objectively. Behavioral data supported these self-report measures. Students in jigsaw classes were absent less frequently, they intermingled more in the cafeteria and in the school yard, and they performed better on objective exams of curricular material this was especially true for minority students (Aronson:1990).

c. The Benefit of Jigsaw

There are many benefits in Jigsaw technique, they are:

- 1) Teacher is not the sole provider of knowledge
- 2) Efficient way to learn
- 3) Students take ownership in the work and achievement

- 4) Students are held accountable among their peers
- 5) Learning revolves around interaction with peers
- 6) Students are active participants in the learning process
- 7) Builds interpersonal and interactive skills

Aronson (2006) says that there are ten steps considered important in the implementation of the jigsaw classroom.

- 1) Students are divided into a 5 or 6 person jigsaw group. The group should be diverse in terms of ethnicity, gender, ability, and race.
- 2) One student should be appointed as the group leader. This person should initially be the most mature student in the group.
- 3) The day's lesson is divided into 5-6 segments (one for each member)
- 4) Each student is assigned one segment to learn. Each student should only have direct access to their own segment.
- 5) Students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it.
- 6) Temporary experts groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group.
- 7) Students come back to their jigsaw group.

- 8) Students present his or her segment to the group. Other members are encouraged to ask question for clarification.
- 9) The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves.
- 10) A quiz on the material should be given at the end so students realize that the sessions are not just for fun and games, but that they really count.

3. English Teaching Learning

a. Teaching English for Junior High School

In Indonesia, Junior High School students usually are in ages of 11 to 15 years old. People call those ages as teenagers. Teenagers are an age of transition, confusion, self-consciousness and growing. Teenagers are also the phase when the children start to change the body and mind. In this time, children usually feel unmotivated to study in their school. They prefer to learn about everything new around them.

Harmer (2001:37) states that teenagers tend to be unmotivated, cruel, and uncooperative and that therefore they are poor language learners. But he clarifies that all of the comments about young children, teenagers and adults can only be generalization. It depends upon individual learner differences and motivations. He claims that the

crucial thing of this age is that they search for individual identity, and this search provides the key challenge for this group.

On the other hand, Brown (2001:92) proposes many things that should be concerned in teaching English for Junior High School (teenagers) as follows:

- 1) Intellectual capacity adds abstract operational thought around the age of twelve.
- 2) Attention spans are lengthening as a result of intellectual maturation, but once again with many divisions' presents in teenagers' life, that potential attention span can easily be shortened.
- 3) Varieties of sensory input are still important, but, again increasing capacities for abstraction lessen the essential nature of appealing to all five senses.
- 4) Factor surrounding ego, self image, and self-esteem are at their pinnacle. Teen are ultra sensitive to how others perceive their changing physical and emotional selves along with their mental capabilities.
- 5) Secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from nature of immediate communicative context.

Anderson (2006) in his article gives some tips in teaching teenagers as follows:

- 1) It seems that all teenagers are interested in pop songs, so exploit interest by bringing music and the feelings that can be expressed through songs into the classroom.

- 2) Teenagers (especially the current need-to-know generation) like to be seen as cool and up-to-date, so bring in topics of current interest from IT, sport, entertainment and media, and English-speaking cultures that are personally relevant to the learners.
- 3) Teenagers are discovering a different relationship with others and group work allows individuals to interact with different classmates in a less stressful, collaborative atmosphere.
- 4) Teenagers are starting to define their proper personalities and role-play activities can allow them to try to express different feelings behind non-threatening, face-saving mask.
- 5) Part of growing up is taking responsibility for one's acts, and in school for one's learning, so a measure of learner autonomy and individual choice can be helpful for teenagers.
- 6) It is amazing how some teenagers will have an almost encyclopedic knowledge of a particular field, so let individual students bring their outside interests and knowledge into the classroom through cross-curricular work.
- 7) Variety, including surprise and humor, is the spice of classroom life (particularly with teenagers and their infamous short attention span), so try out different warmers, starters and fillers to change the pace and enliven the organization of the lessons.
- 8) Teenagers are discovering their (often awkward) bodies so use movement by giving students an opportunity to move around during class.

In summary, in teaching English for Junior High school, the teacher must be able to distinguish the teaching method between teaching children in elementary school and teaching students in junior high school, because of their different characteristics of psychological background. Teacher also must be able to adapt with the situation of the students. To make the teaching reading become effective the teacher has to make the students active so they enjoy learning. Teaching reading puts the emphasis on raising students' motivation so that the teaching learning process of reading will result in better student's achievement of reading.

b. Teaching Reading Comprehension at Junior High School

Brown (2001:92) states that the students of junior high school are the students that included into young adults or teenagers. Their ages range between twelve to eighteen or so. They are in the transition from childhood to adulthood.

Teaching teens is not a simple and easy work. The problems of teens are an age of transition, confusions, self consciousness, growing and changing bodies and minds. Therefore, a very special set of considerations apply to teach them.

Paul (2003:85) informs that when the teachers are teaching reading by using appropriate methods, learning to read can be wonderful adventure for the students. The approaches to teach reading comprehension are usually common with whole-language approaches and whole-word approaches.

1) Whole-language approaches

These approaches stress should be learned on the language in a natural and meaningful context such as the complete words, sentences and the whole stories. Wherever possible, the learners are expected to guess the meaning of unfamiliar words from the context or from hints.

2) Whole-words approaches

The learners learn the words as the whole independent words. Whether or not the learners picture the words as a whole or memorize the spelling. The important point is that they are learning the independent words.

c. The Curriculum and The Syllabus of Junior High School

Based on the Curriculum (*Depdiknas: 2006*) English is a tool of oral and written communication. The objective of teaching English is to improve listening, speaking, reading and writing, so that students who graduate from formal education are able to communicate in English on the level of literacy. Education department has determined the curriculum based on the level of education. It is supported by the UU 20 Article 38 verse 2:

“Kurikulum pendidikan dasar dan menengah dikembangkan sesuai dengan relevansinya oleh setiap kelompok atau satuan pendidikan dan komite sekolah atau madrasah dibawah koordinasi dan supervise dinas pendidikan atau kantor departemen agaman kabupaten atau kota untuk pendidikan dasar dan provinsi untuk pendidikan menengah.” (“The elementary, junior and senior high school’s curriculums are developed based on the relevance of every team or individual education and SD/MI committee which is coordinated and supervised by the education department or the religion department service for elementary school in regency and for Junior High School in province”)

The English curriculum of Junior High School (*Depdiknas: 2006*) says that there are 4 levels of literacy; they are per-formative, functional, informational, and epistemic levels. In the per-formative level, here people are able to read, write, listen and speak with the symbols that are used. Then the functional level means that people are able to use the language in fulfilling daily needs. After that people in the informational level are able to access the knowledge with the language ability. The last in the epistemic level people are able to realize the knowledge into the target language (English). English teaching in SMP/MTs (Junior High School) is targeted that the students can reach the functional level that is communicative to overcome the daily problem.

The objectives of English teaching in junior high school are to make the students have ability in the following aspects.

- 1) Developing competence of communication in the form of oral or written to reach functional level of literature.
- 2) Realizing of the importance of English to develop competition in the global era.
- 3) Developing students' comprehension about the relationship between a nation and culture.

Based on the syllabus, the teacher can decide and prepare the materials, media and teaching techniques for teaching each skill. Thus the objectives of teaching and learning English can be achieved through the implementation of the language competence and basic competence in the lesson plan.

4. Previous Research Finding

There were many researchers that had done research studies regarding the use of jigsaw technique in improving students' reading comprehension. The first research is conducted by Ali (2001). He investigated the effect of using the jigsaw reading technique on the EFL pre service teachers' reading anxiety and comprehension. He found that the contribution of the Jigsaw Reading technique to reduce the teachers' center and improve their own reading comprehension. The advantages of cooperative learning of the Jigsaw Reading technique provides undoubtedly were behind this contribution.

Wahyuni (2006) investigated the effectiveness of cooperative learning technique in increasing the students' comprehension of literary texts. She concluded that the students' responses to the cooperative learning in reading literary texts were good and interest. They are actively involved and can discuss the literary texts. This approach makes the materials more meaningful and the Cooperative learning increase significantly .It means that this cooperative learning works well since it can actively involve the learners at the very beginning of, and throughout the learning process.

Mariyah (2008) investigated the effectiveness of using cooperative learning method to improve the students' vocabulary. She concluded that the student's motivation improves and maintains their skill in teaching learning process of vocabulary.

Based on the research studies above, the researcher thinks that the study is different from the previous ones. The previous studies put the emphasis on the technique. However, this study emphasizes the technique of teaching reading by using Jigsaw. The subject of the study is also different. The subject in the study is the eight grade students of SMP 1 Wonosobo.

B. Conceptual Framework

Reading is one of the most difficult skills for students. The teacher found many problems in teaching reading in the classroom that make many students have low ability in comprehending the English text. The first problem was the lack of vocabulary. The second problem was the learning materials. The last problem was the activities in the teaching and learning process. Because of the problems, teacher needs an appropriate technique to make the students feel comfortable and confident in learning English. Considering the importance of reading skill, the teacher should improve the teaching of reading comprehension. The teacher can use some techniques of teaching reading so that the students can enjoy and be stimulated in learning EFL reading comprehension. One of the techniques that can be used is Jigsaw.

Students usually enjoy their study in groups rather than individually. When they work in a group, they can share ideas with their group to solve the problem that they find in learning English. If the students enjoy with the technique that is used in learning process, they will pay more attention to the topic discussed. It can increase their motivation to learn English more and more.

To improve the students reading comprehension through a Jigsaw technique in SMP 1 Wonosobo, the researcher and the collaborator was going to conduct a collaborative work. The first step was identifying the problem in English teaching learning process in the second grade student of SMP 1 Wonosobo. The second step was planning the feasible action to be carried out. The third step was implementing the planning, and the last step was evaluating the result of implemented action.

CHAPTER III

RESEARCH METHODS

A. Type of Research

As the goal of this study was to improve the students reading comprehension through a jigsaw technique, this study was classified into action research. The characteristics of this study were problem solving, collaboration and participation. Researcher investigated the technique to improve students reading comprehension.

B. Subject of the Research

The subjects of this research involved to the headmaster, the English teacher, the eighth grade students of SMP 1 Wonosobo and the researcher herself.

C. Research Setting

The study would be conducted in SMP I Wonosobo, one of the favorite junior high school in Wonosobo Regency. The school was located in front of the town square or in the middle of the town. This school was famous because of the achievement of the students. Here, the research would be conducted the research from September to October 2012.

D. Instrument of the Research

There are three instruments of this research. The details of the instruments of this research are presented below.

1. Test

The reading comprehension test was given as a monitoring device to get information about students' reading comprehension after the implementation of recognizing text organization given whether or not there would be improvement of students' reading comprehension.

2. Interview guide

The interview guide was used to get the opinions, responses, and the feedbacks from the research members before and after implementation of this research. From the interview, the researcher gained data in the form of recording and interview transcript.

3. Observation checklist

It was used to check the application of the strategy of implementing recognizing text organizations in the teaching and learning process. The observation checklist was referred by putting a tick to statements of the teaching and learning process which had been done.

E. Data Collecting Procedure

The data would be collected through:

1) Test

In this research, a pre-test and a post-test were administered to compare the students' reading comprehension before and after teaching by using recognizing text organization. In addition, the researcher used progress test 1 after Cycle 1 and progress test 2 after Cycle 2. The tests consisted of multiple-choice questions due to

the objectivity of this type of questions and open ended questions to more deeply check the students understanding.

2) Interview

The researcher used interview to get the data related to the teacher's and students' response. Researcher made interview guide to explore the information but she provided much greater flexibility how the interviewee responded.

3) Observation

The observation process was conducted before and during the implementation of actions. The data of observation were got by observing the teaching and learning process in the classroom.

F. Analysis of The Data

a) Data Analysis Technique

This research used descriptive qualitative data analysis. Information needed for this study was collected through a need analysis. The analysis mostly deals with the words than numbers. The steps of the data analysis were collecting the data, comparing the data, building interpretation, reporting the outcomes, and presenting the data. The data were presented in the form of field notes, interview transcript, students' feedback forms and photographs.

b) Data Validity

Anderson et al in Burns (1999: 161) categorized the validity of the research into five criteria to fulfill the validity of the research as follows:

- 1) Democratic validity is related to the extent to which the research is truly collaborative. This research tried to fulfill this criterion by doing such interviews with the students and having discussion with the English teacher in finding and selecting problems to be solved.
- 2) Outcome validity is related to the notion of action leading to outcomes that are “successful” within the research context. This research was expected to be able to solve the problem in teaching-learning process.
- 3) Process Validity is related to the extent which raises questions about the process of conducting the research. The researcher would fulfill the process validity by planning, implementing, and revising the actions.
- 4) Catalytic validity allows participants to deepen their understanding of the research by monitoring other participants. The researcher would fulfill the catalytic validity by interviewing the collaborator and the student to give their feedback.
- 5) Dialogic validity is related to the notion that the research would conduct through reflective dialogues with critical friends or other participants. The researcher would fulfill the dialogic validity by having discussion with the first and second consultant.

G. Data Trustworthiness

To obtain the trustworthiness, Burns (1999:163) suggests four triangulation techniques:

1. Time triangulation.

The data were collected at one point in time or over a period of time to get a sense of what are involved in the processes of the changes.

2. Space triangulation.

The data were collected across different subgroups of people, to avoid the imitation of studies being conducted within one group.

3. Investigation triangulation.

More than one observer was involved in the same research setting to avoid based observation and to provide checks on the reliability of the observation.

4. Theoretical triangulation

The data were analyzed from more than one perspective.

In this research, the researcher employed the principles of time triangulation, investigation triangulation, and theoretical triangulation.

H. Research Procedures

At this research study, data on target, learners and learning needs would be collected through:

- 1) Determining the thematic concern-Reconnaissance

First of all, the researcher conducted the observation in the classroom to find the problem in the teaching learning process, and conducted the depth interviews to the students and the English teacher. To obtain more information, the researcher had a discussion with the headmaster and the English teacher. After

getting enough information, the researcher and the collaborator decided the problem that would be solved based on the situation and feasibility.

2) Planning

After identified the problem, the researcher conducted several actions that planned. The plan action was used Jigsaw technique to improve students' reading comprehension.

3) Implementation

After the planning was agreed on, the actions were implemented in the class. The actions were implemented in two cycles. Each cycle would be done in 2 weeks. The researcher and the English teacher will observe and record the process during the implementation of action.

4) Reflection

Since the research was done collaboratively, the reflection session carried out collaboratively, too. The researcher and the collaborators evaluated the results of the implementation. The reflection was conducted after each cycle of action implementation. The reflection session was expected to be useful in revising the plan and actions so that the efforts could be done in a better way.

CHAPTER IV FINDINGS AND DISCUSSIONS

This chapter presents findings and discussion. The presentation of this chapter is divided into three sections. The first section presents the reconnaissance. The second section presents the reports and summary of Cycle I. The third section presents the report and summary of Cycle II. The reports of the cycles cover plans, actions, observation and reflections. The fourth section presents the general findings.

This research is action research. The purpose of the research is to improve students' reading comprehension at SMPN 1 Wonosobo through jigsaw technique. The steps of the research include reconnaissance, planning, action, observation and reflection.

In the reconnaissance step, the researcher observed and identified the problems occurring in the teaching and learning of reading. She identified the problems from four parts covering the teacher, the students, materials and the technique.

The second step was planning. After the problems were identified, the researcher designed a syllabus and an action to be implemented in the field. The action used the jigsaw technique in the reading process, specially, the use of the description pattern and the sequence pattern because texts that were used were descriptive texts and recount texts.

The third step was action and observation. In this step, the researcher implemented the actions prepared. Then, she observed the action to know the implementation of the strategy of recognizing text organizations to improve students' reading comprehension.

The last step was reflection. In this step, the English teacher as the collaborator, the students, and the researcher identified the effective and ineffective actions. Based on the result of this step, the researcher designed the better plans for the next cycle.

A. Reconnaissance

In this step, the researcher interviewed the English teacher and the students at Class VIII D of SMP I Wonosobo to know their opinion about the weakness and suggestions related to the English teaching and learning process. Then, she did observations to identify the problems which happened in the English teaching-learning process in the class.

1. Conditions before the Actions were Carried out

Before the actions were conducted, the researcher observed the situation of the English teaching-learning process of reading at Class VIII D. From the preliminary observation, some typical characteristics of the teaching-learning process of reading were reported in the form of a vignette which is illustrated as follows.

Vignette

September 19, 2012

VIII D Classroom

R : Researcher ET : English Teacher

Ss : Students

R and ET entered class VIII D. Then, ET introduced R to the students and told the purpose why R came to this class. The situation outside the class was so crowded, because there was a class that doing the singing exam one by one, so the students walked around Class VIII D.

ET started the lesson by greeting Ss. While prepared the LCD, she asked Ss whether there was any homework or not. "*Do you have any homework?*" Ss answered "*No Miss.*"

Then, ET asked the student to continuous the materials. She explained the material and asked the student to pay attention to the vocabulary that written in the LCD. ET asked the student to listen what she said then repeat the pronunciations one by one. After some minutes there are many students that didn't pay attention to the material, *they chatted with their friends*. It made the class rather crowded.

Teacher asked the students to discuss the question in the LCD. There are many students that answered the question correctly, but there are many students that did nothing. Many times ET asked the students to pay attention to the material, but the SS didn't care, they enjoyed their chat.

After their finished to learn the material in LCD, teacher asked student to do exercises in the course book. She asked to read the text then answer the questions. There was student named Atallah asked the ET "*Bu, RSVP itu apa bu??*" (*Mom, what is the meaning of RSVP?*). Then the teacher asked other student to answer the question, "*What is the meaning of RSVP Yumna? Can you explain to your friend?*"

ET asked Ss to learn the materials given to them and asked Ss whether they had questions or not. She ended the lesson.

To find the information related to the problems in the English teaching-learning process at VIII D Class, the researcher carried out class observation and conducted interviews with the English teacher and students. The result of the observation and interview revealed some problems. They were illustrated in the following Table.

Table 1: Problems in the English Teaching-Learning Process at VIII D Class SMP I Wonosobo in the Academic Year of 2012-2013

No	Problems	Codes
	Problems from the Students' Participation	
1.	The students frequently lost their attention.	S
2.	Some students talked to others while the teaching and learning process was going on.	S
3.	The students became crowded when they were asked to read a text.	S
4.	The students were bored during the teaching and learning process.	S
5.	The students showed low participation.	S
6.	Some students often made jokes during the teaching-learning process.	S
7.	The students were not interested to open the dictionary.	S
8.	Some students played with other friends while the teaching and learning process was going on.	S
9.	Some students did not bring dictionaries.	S
10.	Some students laughed at a classmate who made a mistake.	S
11.	Some students did not bring course books.	S
	Problems from the Teacher' Strategy	
12.	The teacher applied a monotonous technique in teaching reading. She just sit in her chair.	T
	Problems from the Students' Reading Comprehension	
13.	Some students had difficulties in responding to the teacher's questions.	S
14.	Students had limited vocabulary mastery.	S
15.	Some students had difficulties to catch information from the texts.	S
16.	Some students had not finished answering questions yet.	S
17.	Students asked other students to answer the teacher's questions.	S
18.	There were some students who wrote wrong answers.	S
	The Problem from the Students' Speaking Skill	
19.	The students had difficulties in pronunciation.	S
	Problems from the Students' Writing Skill	
20.	The students had difficulties in learning grammar.	S
21.	Some students had difficulties in spelling.	S
	Problems from Media and Materials used	
22.	The materials were limited to access.	Mt

S: Students T: Teacher Mt:Materials Md: Media F: Facilities

2. Identification of the Field Problems to be Solved

After identifying the problems related to the teaching and learning process, the researcher and the English teacher worked collaboratively to find the main causes of the problems. In fact, there were four main causes, they are:

a.	The teacher did not have an effective strategy in teaching reading directly or indirectly caused the failure of activities.
b.	The students had difficulties in comprehending English texts. They could not answer when the teacher asked them to answer questions based on the texts. Most of them still asked their friends.
c.	The students had low attention and contributions in the reading class.
d.	The students had little opportunity to explore various reading materials.

By considering those main causes, the researcher conducted a discussion to solve the problems. This step was done to recognize the obstacles and weaknesses related to the field problems. The problems and the main causes were presented in Table 2:

Table 2: Field Problems and Causes

No	Field Problems	Main Causes
1.	The teacher tended not to apply an effective strategy in teaching reading yet.	The teacher did not try to find a particular strategy to teach reading.
2.	The students had difficulties to catch information related to English texts.	They had low comprehension.
3.	The students had low attention and contribution in reading class.	The teaching - learning of reading did not make them do something except reading and answering questions.

4.	The students had little opportunity to explore various reading materials.	The teacher taught the students using only one course book.
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3. Determining the Actions to Solve the Field Problems

After analyzing the main causes of the problem, the researcher and the English teacher discussed the way to solve the problems. The discussion tried to find out the appropriate strategy to improve the students' reading comprehension. Based on the discussion, using jigsaw technique was selected strategy to solve the problem of students' reading comprehension.

The actions are presented in the following table:

Table 3

No	Field Problems	Main Causes	Actions
1.	The teacher tended not to apply an effective strategy in teaching reading yet.	The teacher did not try to find a particular strategy to teach reading.	Using jigsaw technique in teaching reading.
2.	The students had difficulties to catch information related to English texts.	They had low comprehension.	
3.	The students had low attention and contribution in reading class.	The teaching - learning of reading did not make them do something except translating and answering questions.	
4.	The students had little opportunity to explore various reading materials.	The teacher taught the students using only one course book.	Giving various reading materials and another teaching aid

Using jigsaw technique was applied to improve students' reading comprehension by identifying the key information and making connection among

ideas in group. The technique was an efficient teaching method that giving each member of the group an essential part to play in learning reading.

The jigsaw was modified as games to create fun and enjoyable atmosphere during the reading process in the classroom. The teacher and the researcher also used various resources and media for supporting the Cooperative Learning activities.

B. Report of Cycle I

1. Planning of Cycle I

The implementation of cooperative learning was planned and conducted by the teacher and the researcher. The researcher did two cycles. In the teaching and learning process, the teacher acted as the teacher and the researcher as the observer. Hopefully this formation could maximize both the researcher's and the teacher's performance during the action.

a. Implementing the Strategy of Recognizing the Jigsaw Technique in the Teaching and Learning Process of Reading

In this cycle, the researcher used the jigsaw cooperative learning technique to teach two text types. There were descriptive and recount text. The researcher selected materials such as texts and exercises from many books. She chose the appropriate texts so that the students were able to comprehend the text easily. In addition, the English teacher as collaborator suggested choosing simple materials to make them

easily understand. In this cycle, the researcher played a role as a teacher implementing the action while the English teacher became the collaborator observing how the teaching and learning process ran.

b. Making Sense of Texts

The aim of conducting a making reading test was to make the students practice their comprehension. It was also to monitor the students' comprehension. In each meeting, the researcher asked them to identify the generic structure of the text before answering the questions, then, she asks them to discuss their answers. The form of the test was essay test. The questions covered specific information of the text, synonyms, main idea, etc. They also had a multiple choice test in the end of the third action. The test was implemented to make comparison between cycle 1 and the next cycle test, except pre-test and post-test.

2. Action and Observations in Cycle 1

The actions in Cycle 1 were conducted in three meetings on 26, 28 and 29 September 2012. The topic of teaching and learning reading deal with descriptive and recount texts. To improve the reading teaching-learning process, the researcher used Cooperative Learning method. This action was also hoped to help the students to be able work in pairs or in a group to comprehend and produce a text.

a. 1st Meeting (teaching descriptive text using the Jigsaw technique)

The first meeting was conducted on 26th September 2012. In this action, the researcher acted as a teacher. She started the teaching and learning process by greeting and checking attendance list. The researcher asked the students about the last materials previously taught by the teacher. After the students told the topic, the researcher explained the materials that would be taught. She asked them about the generic structure of the descriptive text. Some students answered the question.

Then the researcher gave the example of a descriptive text entitled “the Sea Eagle”, and asked some questions about the characteristics of the descriptive text. She asked them to read the text. She asked them to look up the meaning of unfamiliar words in a dictionary. However, some of them did not bring any dictionary. They asked her about unfamiliar words.

The researcher explained the generic structure of the text. Most all of students paid attention to the teacher’s explanation. The students were able to answer the question. For comprehending the text, the researcher started using description pattern. She explained how to use description pattern. After explained the materials, teacher asked the students to answer the questions together.

The teacher then divided the students into small groups consisting of 5-7 students in each group for doing the jigsaw technique. The students showed their interest by clapping their hands because the jigsaw is an interesting technique like a game. The students were asked to choose the member of the group by themselves. In

this activity, the teacher distributed one topic for each group. The students in groups had to discuss and answer the question based on their topic.

In the discussion, the members gave their suggestions and ideas to complete the questions. Some of them opened the dictionary and had a discussion with their friends. During the discussion, the class became a little bit noisy. Most of students looked interested. After the essay was done, the leader asked his members to learn the exercise because they would do a presentation. The teacher walked around the class to monitor the discussion process. Sometimes some students asked to the teacher about the difficult words that found.

After the discussion session, each group shared their project with the whole class by doing a short presentation. In this session, students in a group took turns presenting their project. Each group presented their work in front of the class. While a group presented their work, other groups and the teacher gave feedback to them. Some students were nervous and not confident, but the teacher motivated them. Finally, the teacher led the class discussion after all of the groups had presented their projects. Almost all students involved in this activity actively. After some minutes, the time was up, so the teacher closed the lesson by giving any reviews on the material.

b. 2nd Meeting (Teaching the recount text using the jigsaw technique)

The second meeting was held on September, 28th 2012. The researcher acted as the teacher. The text was the recount text. In this cycle, the teacher asked many questions related to the recount text to open the lesson.

Most students still confused because they forgot the material. Then, the teacher gave the example of a recount text entitled “My Holiday”. Teacher asked the student to read the text silently. To make the students know deeper about recount texts, she explained all about recount texts. She explained the generic structure and the characteristics of the text. There were many students chatted with their desk mate, but the researcher kept teaching.

The teacher then divided the students into small groups consisting of 5-7 students in each group for doing the jigsaw activity. The students showed their interest by clapping their hands. Here, the teacher distributed one topic for each group. The students in groups had to discuss and make an essay based on their topic.

In the discussion, the members gave their suggestions and ideas to complete the questions based on the text. Some of them opened the dictionary and had a discussion with their friends. During the discussion, the class became a little bit noisy. Most of students looked interested. After the essay was done, the leader asked his members to learn the text because they would do a presentation. The teacher walked around the class to monitor the discussion process.

After the discussion session, each group shared their projects with the whole class by doing a short presentation. In this session, students in a group took turns presenting their project. Each group presented their work in front of the class. One of the members in each group wrote the answer on the whiteboard. While a group presented their work, other groups and the teacher gave feedback to them. Then the teacher led the class discussion after all of the groups presented their projects. Most of the students got involved in the reading activities actively. After some minutes, the time was up. Finally, she led the students to make the conclusion on the material.

c. 3rd Meeting (Teaching the descriptive text using the jigsaw technique)

This third meeting was conducted on September 29th 2012. The text type was still descriptive text. Teacher started the teaching and learning process by greeting and checked attendance list. She asked the students about the last materials taught by her about descriptive text. She asked them about the generic structure of the descriptive text. Some students answered the questions. After the students answered the questions, she explained the materials that would be taught.

The teacher explained briefly about the description pattern of the text. Some students did not pay attention to the teacher's explanation and the teacher warned them. Furthermore, the teacher asked students to study the description pattern of the text given together. After explained the materials, teacher asked the students to answer the questions together.

The teacher then divided the students into small groups consisting of 5-7 students in each group for doing the jigsaw technique. The students showed their interest by

clapping their hands because the jigsaw was an interesting technique like a game. The students asked to choose the member of the group by their self. In this activity, the teacher distributed one topic for each group. The students in groups had to discuss and answer the question based on their topic.

In the discussion, the members gave their suggestions and ideas to complete the questions. Some of them opened the dictionary and had a discussion with their friends. During the discussion, the class became a little bit noisy. Most of students looked interested. After the essay was done, the leader asked his members to learn the exercise because they would do a presentation. The teacher walked around the class to monitor the discussion process. Sometimes some students asked to the teacher about the difficult words that found.

After the discussion session, each group shared their project with the whole class by doing a short presentation. In this session, students in a group took turns presenting their project. Each group presented their work in front of the class. While a group presented their work, other groups and the teacher gave feedback to them. Some students were nervous and not confident, but the teacher motivated them. Finally, the teacher led the class discussion after all of the groups had presented their projects. Almost all students involved in this activity actively. After some minutes, the time was up, so the teacher closed the lesson by giving any reviews on the material.

3. Reflection of Cycle 1

Having implemented the actions in the first cycle, the researcher and the English teacher had a discussion to make a reflection based on the observations during the implementation of the actions and the interviewed with the teacher and students after the action implementation. The reflection was used to plan the actions that would be implemented in the next cycle.

There were some responses toward the implementation of jigsaw cooperative learning technique in the first cycle. First, the jigsaw was interesting technique. The students had no difficulty in learning English and enjoyed participating in the lesson by using this technique. It is because by the jigsaw cooperative learning technique was interesting for them in learning English. The students did not have any difficulties anymore in learning English process. These could be seen in the interview transcripts below.

- (1) R: *Selamat pagi, boleh saya minta waktunya sebentar?*
 Good morning, may I have your times please?
 S: *Pagi bu, iya boleh.*
 Morning mom, yes of course
 R: *Siapa nama kamu?*
 What is your name?
 S : *Yumna, bu*
 My name is Yumna Miss
 R: *Apa pendapatmu tentang pelajaran tadi, enak tidak?*
 What is your opinion about the lesson that was learned, did you enjoy it?
 S: ***Iya Miss, enak kok, menyenangkan.***
 Yes Miss, I enjoyed, interesting.

(App-1/In-10/Sep 26, 2012)

(2) R: *Menurut kamu pelajaran yang telah diajarkan tadi mudah tidak?*
Do you think that the lesson is easy or not?

S: *Mudah.*

Yes, it is

R: *Kamu suka atau tidak?*

Do you like it?

S: *Suka.*

Yes, I like it

(App-1/In-11/S 26, 2012)

(3) R: *Apakah ada kesulitan saat kamu melakukan permainan ini ? Apa kamu suka?*
Is there any difficulty when you did this game? Do you like it?

S: *Tidak, saya tidak ada kesulitan saat melakukan permainan ini, ada banyak teman dan kami bisa saling bertanya kalau bingung. Ini membuat proses belajar jadi menarik. Aku suka ini.*

No, I do not have any difficulty in this games, there are many friends and we can ask each other if we are confused. **It makes the learning process interesting. I like it.**

(App-1/In-12/S 26, 2012)

Interviews 1, 2 and 3 tell that the students enjoyed the learning process. They did not feel forced to follow the lesson. The interview transcript also reflected that they were happy to learn the materials being taught.

Second, the jigsaw technique was motivating technique. It was because by using jigsaw cooperative learning technique made the students enthusiastic and gave some motivation to the students in the English class. The evidence could be seen in the following interview.

(4) R : *Apakah kamu menemukan kesulitan-kesulitan dalam belajar Bhs. Inggris dengan teknik Jigsaw? Berikan alasan nya.*
 Did you find any difficulties in learning English using Jigsaw technique?
 Please tell me the reason.

S : *Oh itu. Tidak, saya tidak punya kesulitan dalam pelajaran Bahasa Inggris dengan menggunakan jigsaw karena bagi saya ini menarik dan saya jadi punya **motivasi** dalam belajar.*

No, I had no difficulty in learning English by using jigsaw because it was interesting and it gave me **motivation** in learning.

(App-1/In-13/S 26, 2012)

Third, the jigsaw was helping the students. It was because by using jigsaw, it is easier for the students to understand English and read sentences correctly. Besides, the students could understand vocabulary directly. It was also in line with Jacob's (2006: 9) statement that by using the jigsaw, it was easier for the students to understand the material. So, the students' English reading ability would be better than before. These could be seen in the interview transcripts below. In Interview 5 showed that the students successfully found the ideas of each paragraph. By understanding ideas that were explained in supporting details, they understood the descriptive text. Then, Interview 6 & 7 illustrated that they were able to comprehending and connect each idea of paragraph in the text.

- (5) R: *Apakah menurut kamu, pelajaran yang saya ajarkan mudah tidak?*
Do you think that the materials that I taught are easy or not? And which part is easy?
- S: ***Ya, mudah menurut saya.***
Yes, it's easy for me.
- R: *Bagian mana yang mudah ?*
Which part is easy?
- S: *Bagian yang **mencari ide masing-masing paragraph** itu lho.*
When I look for the ideas of each paragraph.
- R: *Menurutmu, apakah strategi (jigsaw) yang saya ajarkan bisa untuk memahami teks atau tidak?*
In your opinion, did the strategy that has been taught can be used to comprehend the text or not?
- S: ***Iya bisa kalau menurut saya sich.***
Yes it can, for me
- (App-1/In-14/Sep 28, 2012)
-

- (6) R: *Apakah menurut kamu, belajar dengan strategi ini bisa memahami text?*
Do you think that study with this strategy can help you to comprehend the text?
- S2: ***Ya, bisa***
Yes, it can.
- R: *Bagian mana?*
Which part?
- S2: *Bagian yang **mencari description pattern of paragraph sama yang menjawab pertanyaan.***
When I look for the description pattern of the paragraph and answer the question
- (App-1/In-14/Sep 28, 2012)
-

- (7) R: *Apakah menurut kamu, belajar dengan strategi ini bisa memahami text Bahasa Inggris?*
Do you think that study with this strategy can help you to comprehend the English text?
- S3: ***Ya, bisa bisa bisa.***
Yes, it can.
- R: *Apa pendapatmu tentang strategi ini?*
What is your opinion about this?
- S3: *Memahami text dalam Bhs. Inggris itu sulit dan bikin males, tapi **pakai strategi ini jd mudah memahami text nya, gampang mudeng.***

Comprehending English text difficult and made me lazy, but **using this strategy is easier to comprehending the text, easy to understand.**

(App-1/In-14/Sep 28, 2012)

This activity was categorized as successful activity. They answered the question individually. They were required to find specific information, main ideas, pronoun, etc. In this test, most of them can answer the questions correctly. The evidence could be seen in the following interview.

(8) R: *Bagaimana mengenai soal-soal yang tadi saya berikan ?*

How about the exercise that I gave.

S: *Lumayan Bu.*

Rather, Miss.

R: *Maksudnya lumayan bagaimana?*

What do you mean rather?

S: ***Ya, agak mudah, tidak terlalu susah.***

It is rather easy, not too difficult.

R: *Bisa atau tidak menjawabnya?*

Can you answer the questions?

S: ***Bisa.***

Yes, I can.

(App-1/In-15/Sep 29, 2012)

(9) R: *Bagaimana kalau menurutmu, apakah lebih mudah dalam memahami teks?*

How about you, do you think that it's easier to comprehend the text?

S2: ***Ya, mudah***

Yes, it is easy.

R: *Bisa tidak saat mengerjakan soal-soal latihan?*

Can you answer the questions?

S2: ***Bisa bu.***

Yes I can mom

(App-1/In-15/Sep 29, 2012)

Beside the students' response, the teacher acting as collaborator said that the materials and the strategy of jigsaw were appropriate for the students' need. They

also became familiar with how to comprehend the descriptive and recount text. It presented in Interview 9.

(9) R: <i>Menurut ibu, bagaimana dengan strategy yang sya gunakan bu?</i>
Based on your opinion, how about the strategy that has been taught to the students, mom?
T: <i>Strategi yang digunakan mbak sebenarnya sudah sesuai dengan apa yang siswa butuhkan. Kebanyakan anak-anak suka belajar berkelompok, tapi ya itu resiko nya mereka ramai. Tapi disini saya melihat kalau anak-anak itu sangat menikmati kegiatan belajar mereka dengan teknik jigsaw.</i>
The strategy used has been appropriate with the students need. Most of students like study in group, but the risk is the class will be noisy. But here, I saw that the students really enjoyed they study with jigsaw technique.
(App-1/In-16/Sep 29, 2012)

4. Summary of Cycle I

Based on the responses above, the reflection of the implementation of the jigsaw cooperative learning technique in this cycle can be seen as follows:

No	The Successful Actions
1.	Having been introduced to the strategy of jigsaw. By using this strategy, they became more active in reading and finding the patterns in the texts, thus, they became motivated to read texts. It can be said that the use of jigsaw cooperative learning technique makes students enthusiastic and motivated them in the English class.
2.	The jigsaw is helping the students. It is easier to the students to understand the material. By using jigsaw cooperative learning technique, they feel that jigsaw increase their enthusiastic to study. This technique is also used in groups. In groups, they can understand English faster and they could discuss it with their group. They said that in groups, they could ask each other if they did not understand the lesson
3.	This technique is very interesting for the students. The students had no difficulty in learning English and enjoyed participating by using this technique. It is because by the jigsaw cooperative learning technique is interesting for them in learning English. The students did not have any difficulties anymore in learning English process.
4.	Various kinds of texts provided in each meeting encouraged the students to learn different materials so they were able to learn new materials

	in the class. Thus, they did not get bored during the teaching and learning process. By giving them shorter texts, they successfully found the idea and chronological order in the texts.
No.	The Unsuccessful Actions
1.	The students sitting in the back rows were chatting with their friends when the researcher was explaining the materials. The condition was not conducive so that they got difficulties to grasp the materials. They could also disturb the other students' attention to the lesson.
2.	Some of the students did not bring any dictionary. As a result, when they met unfamiliar words, they relied on the researcher to know the meaning of the unfamiliar words.

After implementing jigsaw cooperative learning technique to the students, the researcher planned to give 1st progress test in the descriptive and recount texts. It was given to know the students' ability in the achievement-test after the treatment in Cycle 1. Based on the progress-test I the mean score is 9,34.

It could be said that the students' reading comprehension ability is to be good than before in pre-test. It was because the researcher using the jigsaw technique in the learning process.

C. Report of Cycle 2

1. Planning of Cycle 2

Based on the reflection of Cycle 1, there were still some weaknesses in implementing the strategy of jigsaw. This strategy did not optimally improve the students' reading comprehension. There were still many problems that should be solved, i.e. a) there were some back-row distracters; and c) some students did not bring any dictionary.

In Cycle 2, the researcher and the English teacher planned to implement similar actions like in Cycle 1. This technique was used to help them to comprehend the text, gave them some guidance in learning and motivated them in reading English texts specially descriptive texts and recount texts. Using the description pattern for descriptive texts and the sequence pattern for recount texts in the teaching and learning of reading.

2. Actions and Observation of Cycle 2

The actions of Cycle 2 were conducted in two meetings (fourth meeting and fifth meeting). The actions were implemented on 5 and 6 October 2012. The text types were descriptive and recount. The implementation of the actions is described as follows.

a. Fourth Meeting (Teaching the recount text using the Jigsaw technique)

The fourth meeting was conducted on 5 October 2012. The material was about recount text. In the beginning, the teacher focused on the sequence pattern of the finding the topic and main idea of the text. Before explaining the material, the teacher asked students to answer the question about the sequence pattern that have taught before. Most all of students enthusiastically answered the questions.

Most students were confused because they forgot the English material. Then, the teacher gave the example of a recount text entitled "Going Fishing for the First Time". Teacher asked the student to read the text silently. To make the students knew deeper about recount texts, she explained all about recount texts. She

explained the generic structure and the characteristics of the text again to remind the students about the material that have taught before.

The teacher then divided the students into small groups consisting of 5-7 students in each group for doing the jigsaw activity. The students showed their interest by clapping their hands. Here, the teacher distributed one topic for each group. The students in groups had to discuss and make an essay based on their topic.

In the discussion, the members gave their suggestions and ideas to complete the questions based on the text. Some of them opened the dictionary and had a discussion with their friends. During the discussion, the class became a little bit noisy. Most of students looked interested. After the essay was done, the leader asked his members to learn the text because they would do a presentation. The teacher walked around the class to monitor the discussion process.

After the discussion session, each group shared their project with the whole class by doing a short presentation. In this session, students in a group took turns presenting their project. Each group presented their work in front of the class. One of the members in each group wrote the answer on the whiteboard. While a group presented their work, other groups and the teacher gave feedback to them. Some students were confident. Finally, the teacher led the class discussion after all of the groups had presented their projects. Most all students involved in this learning activity actively. After some minutes, the time was up. Finally, she led the students to make the conclusion on the material.

b. Fifth Meeting (Review the descriptive and recount text using the Jigsaw technique)

The fifth meeting was held on 6th October 2012. The action was to review the Jigsaw technique, the texts, and the exercises. The students were expected to have good understanding on the lesson after they were able to differentiate both of the text.

The texts used were descriptive texts and recount texts. The texts were the same with Cycles 1 and 2. The researcher and the students discussed the texts, the strategy and the exercises to make a deeper understanding.

In the teaching and learning process, the researcher showed the description pattern first. Then, he also presented the sequence pattern. It was to make comparison between the descriptive and the recount text. The teacher gave them many texts about the descriptive and recount text. She asked the student to read the text and made the generic structure of the text, characteristic, main idea, description and the sequence pattern of the text. They did that with their desk mate. Then, she asked the students whether they were able to understand the difference both, they said *yes*.

The aim of this test was to monitor and measure the students' comprehension in recognizing pattern organization. The researcher also gave the Achievement test 2. The student worked individually. After the time was over, she asked them to submit the answer's sheet. Then she ended the class.

A. Reflection of Cycle 2

a. Implementing the Strategy of Recognizing the Jigsaw Technique in Teaching and Learning of Reading

After doing the actions in cycle 2, the researcher and the English teacher made a discussion to analyze the data from the observations and the interviews to evaluate the action that was done. They were free to express their opinions, feelings, and suggestions related to the implemented actions. The followings are the results of the reflection.

First, the jigsaw was helping the students because in the previous cycle, the implementation of jigsaw cooperative learning technique affected the students to be active in the class. In Cycle 2, the researcher still made some groups, purposed to avoid boredom and it helped the students who didn't bring any dictionary and had low ability.

Based on the observation, the students were more enthusiastic to learn the strategy of recognizing the sequence pattern. Those who had low attention became more active to make the pattern and answered the questions. They discussed how to make the pattern and find the unfamiliar words. When the students felt bored, they were able to share with their friends. The evidence could be seen in interview 10.

(10) R: *Bagaimana menurut kalian apakah pelajaran yang diajarkan?*

What do you think about the lesson that I've taught?

S: *Ya bisa*

Yes it can

R: *Kalau dibuat kelompok bagaimana pendapatmu?*

What do you think about making groups in the lesson?

S: ***Lebih membantu*** karena kita bisa berdiskusi kalau sama teman-teman.

It can help me more because we are able to discuss the materials with our friends.

(App-1/In-17/Oct 5, 2012)

Interview 11 showed that the use of groups could make the students were able to understand the sequence pattern that researcher taught. They were able to look for the chronological order in the text. They also were able to connect the chronological events in the text. Then, in interview 12, it could be clearly seen that the students were able to understand what the researcher taught. By understanding the strategy, the students were able to answer the questions.

(11) R: *Apakah dengan berkelompok lebih mudah mencari urutan event nya?*

Do you think that finding the chronological events in the text becomes easier with groups?

S : ***Iya, lebih mudah***

Yes, it is easier

R: *Apa alasan nya?*

Why is it easier?

S : ***Karena strateginya bisa digunakan untuk mencari urutan event-event, terus kalau kita ada yang tidak mengerti kita bisa tanya teman untuk di jelaskan***

Because the strategy could be used to look for the chronological events then if we don't understand, we can ask friends to help me

(App-1/In-18/Oct 5, 2012)

(12) R: *Strategi yang diajarkan 'the sequence pattern' bisa tidak?*

Can you use the sequence pattern?

S: ***Bisa.***

Yes, I can

R: *Apa pendapatmu?*

What do you think?

S: ***Ya walaupun ada kosakata yang saya tidak tau artinya, tapi metode hari ini membuat aku lebih mudah menangkap maksud dan memahami text.***

Yes although there are many difficulties in vocabularies but the method today helps me to catch the meaning and comprehending the text

R: *Apakah lebih mudah memahami text dengan strategi yang saya berikan?*

Is it easier to comprehend the text after using the strategy?

S: *Iya lebih memudahkan dalam memahami teks bahasa inggris.*

Yes, it is easier to comprehend the English texts.

(App-1/In-19/Oct 5, 2012)

By using the sequence pattern, it was easier for the students to comprehend the recount texts because they were able to find the chronological events that the writer wrote. It could be seen in Interview13.

(13) R: *Menurut kamu pelajaran yang diajarkan tadi mudah tidak?*

Do you think that the lesson is easy or not?

S: *Mudah*

Yes, it is

R: *Kamu suka atau tidak*

Do you like it or not?

S: *Suka*

Yes, I like

R: *Teknik yang diajarkan dapat membantu untuk memahami teks tidak?*

Can the strategy be used to help to comprehend the texts or not?

S: *Iya.*

Yes, it is

R: *Mudahnya dibagian mana*

Which part is easy?

S: *Mencari urutan kejadiannya.*

When I look for the chronological events

R: *“Apakah lebih mudah dalam memahami teks?”*

Is it easier to comprehend the texts?

S: *Mudah.*

Yes, it is easy.

(App-1/In-20/Oct 5, 2012)

Besides, they could work together in groups to share their opinion and ideas to understand the English text. In addition, the teacher also assumed that the students were nervous in the English subject before because they were afraid to make some mistakes in English reading. But after using the jigsaw cooperative learning technique, the students were not nervous anymore. They were more active in the class

activities. She said that the students were able to answer the questions, even though they still made some mistakes. It was because they were familiar with how to use the sequence pattern and they were able to find the ideas each paragraph, and then those were connected in supporting details to make their comprehension. This technique also helped the teacher to find an alternative way in the teaching learning process. These can be seen in the interview transcripts below.

(14) R: *Bagaimana menurut ibu mengenai Jigsaw technique yang saya gunakan hari ini?*

What do you think about the Jigsaw technique that I used today mom?

T: Menurut saya lebih baik mbak, biasanya siswa sangat gugup dalam pelajaran bahasa inggris. Mereka takut membuat kesalahan dalam membaca bahasa inggris. Tapi setelah menggunakan metode pembelajaran yang kooperatif yaitu jigsaw, siswa tidak gugup lagi. Mereka lebih aktif tampaknya dalam kelas.

It is better. Usually the students were very nervous in English subject. They are afraid to make some mistake in reading. But after using jigsaw cooperative learning technique, the students were not nervous anymore. They are more active in the class activity.

(App-1/In-21/Oct 5, 2012)

The use of groups in the implementation of the strategy of the sequence pattern was more effective to make them comprehend and pay attention well to the researcher's explanation. The students were able to find the ideas in the paragraphs. The English teacher also said that the strategy could help to improve the students' comprehension of English texts.

(15) R: *Kalau begitu teknik ini bisa membantu siswa memahami text ya bu?*

Can this technique helps the students to comprehending the text mom?

T: Saya kira sudah cukup membantu teknik yang mbak berikan untuk siswa dalam memahami text bahasa inggris. Anak sudah bisa mengidentifikasi ide-ide didalam paragraph seperti yang mbak ajarkan.

I think that the strategy has been able to help the students understand the English texts. They have been able to identify the ideas in the paragraphs that you have taught

(App-1/In-21/Oct 5, 2012)

Second, the jigsaw was the motivating technique. It was because the jigsaw motivated the students to study English. The students could learn by the jigsaw cooperative learning technique and motivate the students in the class. These could be seen in the interview transcripts below.

(16) R: *Apakah kamu suka belajar bahasa inggris dengan teknik jigsaw?*

Do you like to study English with Jigsaw technique?

S: *Ya, saya suka*

Yes, I like it

R: *Kenapa?*

Why, what is the reason?

S: *Ya, biasanya kita belajar bahasa inggris tanpa metode pengajaran yang menarik, tapi dengan menggunakan jigsaw kita jadi termotivasi untuk belajar bahasa inggris.*

Usually we study English without interesting methods of teaching, **but by using jigsaw we are motivated to study English.**

(App-1/In-22/Oct 6, 2012)

b. Reviewing the Strategies of Recognizing the Jigsaw Technique in Teaching and Learning of Reading

This action was conducted to review the materials that were given to the students. It was aimed to reinforce the students' ability to use the strategy to comprehend texts.

By reviewing the whole materials, the researcher assumed that the students were able to have a good comprehension by knowing the difference of the pattern. She made comparison between the strategies of the description and the sequence pattern. She also explained the possible questions.

In this meeting, the students were more courageous to ask some questions to the researcher. The questions were about asking the meaning of the questions that were in the text. The students were able to differentiate between the description pattern and the sequence pattern. They also understood how to use them. The evidence was presented in Interview 17

- (17) R: *Apakah kamu bisa membedakan kedua pattern yang saya jelaskan tadi?*
Can you differentiate both patterns that have been taught?
S: ***Bisa.***
Yes, I can.
R: *Apakah bisa menggunakan the description pattern untuk memahami text descriptif?*
Can you use the description pattern to comprehend the descriptive texts?
S: ***Bisa.***
Yes, I can.
R: *Apakah bisa menggunakan the sequence pattern untuk memahami text recount?*
Can you use the sequence pattern to comprehend the recount texts?
S: ***Bisa.***
Yes, I can.

(App-1/In-23/Oct 6, 2012)

Recognizing text organizations could improve the students' comprehension. In descriptive texts, the students were able to find the ideas that the writer wrote. Then, the ideas were connected to have a good comprehension. In the recount texts, the students were able to find the chronological events or time. The events or time were connected to make meaningful texts.

The researcher also conducted progress test 2 to know the students' comprehension to answer the questions. The result of the test could be seen in Appendix 7.

The researcher conducted post-test to know the students' improvement in doing test. The result of the test could be seen in Appendix 7.

B. Summary of Cycle 2

Based on the reflection above, there were some successful and unsuccessful actions. Those can be reported as follows.

No	The Successful Actions:
1.	The students were more familiar with the Jigsaw Technique
2.	They were able to make the patterns well. They were able to find the writer's ideas that were constructed by implementing the description pattern and the chronological events that were constructed to be a text.
3.	They were able to answer questions based on the texts and had fewer mistakes.
4.	Some students who had low attention could be motivated after making groups and some students who did not bring any dictionary could be helped by their group's mates.
	The Unsuccessful Actions:
1.	Some students were still lazy to consult the dictionary.
2.	Some students still became distracters in teaching and learning process.

D. General Findings

The actions were implemented in two cycles. Based on the reflections of each cycle, there were some points which could be concluded as follows.

1. The implementation of Cycles 1 and 2 were successful to improve students' reading comprehension.
2. The use of the strategy of recognizing text organizations was more effective to improve students' reading comprehension.
3. Small group learning in the Cooperative Learning technique gave some benefits for both students and the teacher in the reading activities. For students, small

group learning was effective to improve their independence and group cooperation in learning reading. Through discussion and sharing ideas, students were assigned to think actively, seriously, and critically in reading. Through discussion, students could help each other solve their problems. As a result, all of them had equal opportunities to participate in the reading activities.

4. The implementation of Cooperative Learning in reading gives positive effects on improving students' reading ability. The results of the pre-test and post- test shows that students' reading scores improved. Before the actions, the mean score of the pre-test was 6,3 then after the actions the mean score of post-test was 8,3.

The following statements were the comparison description of students' improvement before and after the implementation of the actions. The comparison description of students' improvement is presented in Table 4.

Table 4: The Description of Students' Improvement

No	Before actions were implemented	Cycle 1	Cycle 2
1	Students did not respond the teacher's questions.	Some students were confident to respond to the researcher's questions. However, some others were not.	Many students were confident to respond to the researcher's questions.
2	Students were so passive in the teaching and learning process.	Students were happy in joining reading class. They enjoyed the teaching and learning activities.	Students became more active in the teaching and learning activities. They responded to the researcher's questions and even asked questions.
3	Students did not have any strategy to comprehend texts.	Students were more familiar with recognizing text	Students were able to use recognizing text organization well and

		organization.	how it was used to comprehend texts and answer the questions.
4	Students had many mistakes in answering questions that were related to texts.	Only some students did not answer the questions well.	Many students were able to answer the task well.
5	Most of students could not answer questions.	Students became familiar with the questions and did fewer mistakes.	Students became more familiar with questions that were based in texts and did fewer mistakes.
6	Most of students did not pay attention to the teacher.	Few students did not pay attention.	Students were enthusiastic to make the pattern and answer the task.

Beside from class observation, the researcher also got the data from evaluation in each cycle. The data gained could be compared with the scores of the pre-test, progress test 1 after Cycle 1, progress test 2 after Cycle 2 and post-test. The mean score of pre-test was gained 6.33. The mean score of post-test was 8.31. The means' score of progress tests 1 and 2 were gained 9.34 and 9.42. The researcher conducted pre-test to know the students' comprehension before action and post-test to know students' comprehension after the action. There were twenty eight students in the class but two students could not join the class, so that they didn't follow the progress test 1. The further result of score could be seen in Appendix 7.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

This chapter is divided into three sections. They are conclusions, implications and suggestions. The explanation of each point is presented below.

A. Conclusions

In reference to the objective of the research about the conclusions are that the research employs two cycles in implementing cooperative learning technique in carrying out the problems in SMP I Wonosobo in which the grade VIII students had low reading comprehension. This research was focused on improving students' reading comprehension by implementing the cooperative learning technique. In this research, the cooperative learning technique was implemented through the jigsaw cooperative learning technique. This technique was designed to help students in reading an English text by maximizing the use of small group work and pair work.

The implementation of the cooperative learning technique on the first and second cycles ran effectively. Students enjoyed learning in groups. They help each other solved problems during reading activities. Moreover, the structures of learning which gave the same opportunity and responsibility for all students motivate them to participate actively in the learning process. Besides, the use of cooperative games in reading also created enjoyable atmosphere which could decrease students' boredom on learning. As a result, the process of teaching and learning reading in the classroom became more effective.

In this research, the improvements of the students' reading comprehension after implementation of Jigsaw technique were indicated in two kinds of data. The first data was qualitative data; while another data was quantitative data. In terms of qualitative data, the researcher obtained some results as follows.

The implementation of Cycles 1 and 2 could be implemented to improve the students' reading comprehension in the English learning of the second grade students of SMP N 1 Wonosobo. The use of the strategy of recognizing text organizations was more effective to improve students' reading comprehension.

Small group learning in the Cooperative Learning technique gives some benefits for both students and the teacher in the reading activities. For students, small group learning was effective to improve their independence and group cooperation in learning reading. Through discussion and sharing ideas, students were assigned to think actively, seriously, and critically in reading. Through discussion, students could help each other solve their problems. As a result, all of them had equal opportunities to participate in the reading activities. The implementation of Cooperative Learning in reading gave positive effects on improving students' reading comprehension.

In terms of quantitative data, the improvement of students' reading comprehension was supported by students' reading scores as performed in the test given. The scores are from pre-test and post-test, progress test 1 and progress test 2. The students' scores from pre-test and post-test were 6.33 and 8.31 and the students' scores from progress tests 1 and 2 were 9.34 and 9.42.

B. Implications

The implementation of cooperative learning strategy gave positive effects on students' reading ability because of some reasons. Firstly, cooperative learning activities were effective to engage students' motivation to learn reading systematically and seriously. Secondly, the use of group work and pair work in reading were successful to improve students' involvement and participation in reading activities. Besides, it helped students more independent in making sense of texts. Furthermore, the use of cooperative games during reading decreases students' boredom and improve their reading interest. These imply that the use of cooperative learning strategy in reading was believed to be helpful to improve students' reading ability through its cooperative and systematic structures of learning.

C. Suggestions

Based on the conclusions and implications, some suggestions are directed toward the English teacher, the students of English education department and other researchers. The suggestions are presented as follows.

1. To the English Teachers

In reference to the result of this action research, the cooperative learning technique is effective to improve students' reading ability through its cooperative and systematic learning structure. Therefore, the English teachers are suggested to apply cooperative learning strategies by using jigsaw in the English teaching and learning in order to improve the quality of English teaching and learning process.

2. To the Students of the English Education Department

The result of this research is important for the students of the English Education Department as an input that the use of cooperative learning is helpful and useful to improve reading comprehension. Furthermore, the students are suggested to implement the principles of cooperative learning in their daily learning in order to achieve the better result of learning.

3. To Other Researchers

This research can be used as a reference in doing action research. The actions in this study are limited on descriptive and recount texts. Thus, the researcher expects that other researchers conduct similar research which is out of this research focus. Then, she also suggests other researchers who are interested to conduct research dealing with the use of Jigsaw technique to explore more activities to the member of research to make the students more familiar in applying this strategy. Therefore, the other researchers may conduct research on the implementation of Cooperative Learning strategies in other aspects of study.

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APPENDIX 1

INTERVIEW TRANSCRIPTS

INTERVIEW TRANSCRIPTS

Interview 1

Senin, 17 September 2012

R: Researcher

T: Teacher

Setelah mendapatkan izin dari Kepala Sekolah untuk melakukan observasi disekolah, R diberi kesempatan untuk bertemu langsung dengan T yang bersangkutan yaitu Ibu Suryati yang mengampu siswa kelas 8D.

Interview 1

R : “Selamat pagi bu, maaf saya mengganggu waktu Ibu sebentar.”

T : “Nggak mbak, nggak mengganggu kok, sudah lama nunggunya ya?”

R : “Nggak kok bu, kebetulan baru saja”

T : “Ya ya ya. Gimana mbak, maaf dengan mbak siapa, dulu alumni sini ya?”

R : “Iyya bu, saya Liza dulu saya alumni SMP 1 tahun 2004.”

T : “Oh iyya pantes saya baru liat sekali ini, kebetulan saya baru disini, baru mau satu tahun besok.”

R : “Begini bu, saya dari UNY, kebetulan saya kuliah di jurusan Bahasa Inggris, saya sedang mengerjakan skripsi bu, jadi saya berniat untuk melakukan penelitian di SMP 1 kelas VIII.”

T : “Oh iya ndak papa, judulnya apa mbak?”

R : “Improving Students’ Reading comprehension Through Jigsaw Technique bu”

T : “O. . terus mau mulai kapan mbak?”

R : “Saya kesini sekarang untuk memohon izin dulu dari ibu sambil saya tanya-tanya dulu tentang pembelajaran Bahasa Inggris khususnya kelas VIII bu, observasi dulu untuk menemukan masalah baru saya mencari solusi untuk memecahkan masalah tersebut.”

T : “Oh begitu, ini kebetulan saya tidak bawa RPP nya mbak, ada di sekolah utara. Terus ini rencana mau mulai observasi kapan mbak ?”

R : “Monggo kerso ibu saja, ada kelas kapan bu?”

T : “Ya kalau saya sih terserah njenengan saja mbak, besok rabu saya ada kelas di jam 5-6, jum’at jam 1-2, kalau sabtu jam 2.3. Mbak mau pilih mana? Sepertinya kalau lebih cepat mungkin lebih baik ya.”

R : “Kalau besok rabu bagaimana bu?.”

T : “Oiya boleh-boleh, besok rabu jam ke 5-6 ya mbak.

R : “Iyya bu, besok jam ke 5-6 saya ikut ke kelas nya ibu.

T : “Iyya monggo terserah njenengan saja bagaimana enak nya, nanti bisa saya bantu.”

R : “Iyya baik bu, kalau begitu terimakasih banyak bantuan nya, besok saya kesini lagi.”

T : “Iyya sama-sama mbak, mudah-mudahan lancar ya.”

P : “Iyya Bu, saya permisi, terimakasih. Mari. . “

T : “Nggeh monggo-monggo.”

Interview 2

Rabu, 19 September 2012

R: Researcher

T: Teacher

Sesuai dengan kesepakatan sebelumnya, R datang kesekolah untuk melakukan observasi di kelas 8D SMP I Wonosobo. Setelah selesai melaksanakan observasi, peneliti mengajukan beberapa pertanyaan pada T.

Interview 2

T : “Gimana mbak, sudah ada gambaran tentang anak-anak di kelas 8D tadi ?”

R : “Iya bu, sudah. Anak-anaknya cukup aktif ya.”

T : “Yaa begitulah, anak-anak nya itu usil sekali. ”

R : “Hehe, nggak kok bu, sepertinya mereka menyenangkan.”

T : “Biasanya kalau setelah mengerjakan soal, mereka maju rebutan.”

R : “Ohh. . Begini bu, permasalahan apa saja yang ibu hadapai dalam proses belajar mengajar di sekolah ini bu?”

T : “Ya namanya juga anak-anak masih seusia anak SMP itu masih harus sangat sabar menghadapinya mbak. Yang jelas, mereka mudah sekali jenuh ketika belajar, apalagi Bhs.Ingggris yang notabene bukan bahasa keseharian mereka. Jadi mereka suka males.”

R : “Kemudian kalau masalah yang paling berpengaruh dalam pembelajaran bahasa Inggris itu sendiri apa bu contohnya?”

T : “Vocab dan cara mengucapkan nya, mereka masih merasa kesulitan. Vocabulary masih minim, makanya saya suka kasih tugas untuk menghafal kan vocabulary baru minimal 10 kata setiap pertemuan, biar mereka hafal dan nggak gampang lupa. Kalau pas ulangan itu biasanya saya masukan 15 nomer untuk vocabulary nya, sampai kadang siswa bilang *“Bu, mbok jangan vocab terus, susah ngapalin nya”*. Tapi tetep saya masukan biar anak-anak mau ngapalin.

R : Oh begitu, biasanya technique apa saja yg ibu gunakan untuk mengajar Bhs.Ingggris khususnya reading comprehension di dalam kelas?”

T : “Kalau untuk reading sendiri, saya biasanya mengajak siswa untuk membaca sebuah teks yang sederhana, biasanya saya ambil yang ada di LKS, saya suruh siswa untuk membaca nya dulu, kemudian saya suruh cari kata-kata sulit di dalamnya, baru kemudian kita bahas bersama-sama. Kalau nggak, begini, saya suruh anak-anak untuk giliran membaca teks nya, urutan gitu perbangku biar kena semua.”

R : “Apa ibu juga pernah menerapkan technique berkelompok ? Misalnya Jigsaw ?”

T : “Untuk bahasa Inggris, saya jarang menggunakan teknik berkelompok, soalnya anak-anak cenderung rame. Mereka tidak mengerjakan malah gojekan dengan teman sekelompoknya. Biasanya kalau mau berkelompok, saya suruh mengerjakan in-pairs (sebangku), itu aja kadang anak masih suka gojek. Kalau Jigsaw kok saya belum pernah menerapkan di kelas ini, ya itu soalnya saya sudah takut bayangan dulu, pasti siswa rame sendiri, karena kalau sudah berkelompok itu susah di kendalikan.”

R : “Kalau dari siswa nya itu sendiri, menurut ibu mereka lebih menyukai berkelompok atau tidak bu?”

T : “Kalau anak jelas lebih suka berkelompok, soalnya mereka bisa bareng-bareng dengan temen nya.”

R : “Lalu apakah siswa sering bertanya mengenai kesulitan mereka?”

T : “Ya, sering, mereka sering sekali bertanya kalau mereka tidak tau artinya.”

- R : “Materi yang ibu ajarkan bersumber darimana bu? Apakah siswa memiliki handbook masing-masing ?”
- T : “Kalau buku, kebetulan saya tidak pakai. Kami menggunakan LKS, 2 macam, yang satu dari kabupaten dan satunya lagi dari provinsi. Saya kombinasikan antera materi dari kabupaten dan provinsi, garis besarnya sih sebenarnya sama, cuman untuk isinya kadang ada yang berbeda, jadi suka saya selang seling. Saya juga kadang ambil dari internet, BSE gitu, tapi jarang. Saya lebih cenderung ke LKS.”
- R : “Oh iya, baik bu, kalau begitu saya rasa sudah cukup untuk hari ini. Besok seperti rencana sebelumnya, saya mau memberikan pre-test hari jum’at bu.”
- T : “O iya iya silahkan silahkan mbak.”

Interview 3

Jumat, 21 September 2012

R : Researcher

S : Student

R : “Hallo, siapa namanya?”

S : Nurul kak.”

R : “Nurul suka pelajaran Bahasa Inggris nggak?”

S : “Suka kak.”

R : “Kenapa alasanya kok suka Bahasa Inggris?”

S : “Hehehe soalnya bu Guru ngajarnya santai tapi mudeng

R : “Menurut Putri kesulitan apa yang dirasakan waktu membaca teks Bahasa Inggris?”

S : “Kosa katanya kak, kadang nggak tau artinya kak harus nyari artinya dulu di kamus, males.”

R : “Terus lainnya kosa kata apalagi yang susah?”

S : “Itu lho kalau ketemu kosa kata baru nggak bisa mbacanya, kalau lagi disuruh membaca keras sama Bu Guru kan malu kalau salah. Hehehe.”

R : “Oiyya, terus menurut kamu ada yang perlu diperbaiki lagi nggak dari pembelajaran reading selama ini?”

S : “Ada kak, Bu Guru sukanya monoton, teks nya itu-itu aja, jadi bikin nggak mood. Harus nya teks-nya yang dipelajari jangan cuman dari LKS trus, bosen.”

R : “Mmmm. .oke deh kalau begitu, makasih ya Putri.”

S : “Iyya kak. .”

Interview 4

Jumat, 21 September 2012

R: Researcher

SS: Students

Researcher menghampiri beberapa siswa yang sedang bergerombol.

R : “Adik-adik kakak minta waktunya sebentar ya.”

SS : “Iya kak.”

R : “Begini, kakak mau Tanya, kalian suka pelajaran Bahasa Inggris nggak?”

SS : “Suka kak!” (menjawab serempak)

R : “Oke, kalau begitu apakah yang kalian rasakan ketika mengikuti pelajaran Bahasa Inggris?”

- S1 : “Kadang membosankan banget kak, ngantuk.”
 S2 : “Iyya ngantuk kak, bosen kalau suruh membaca terus, monoton.”
 S3 : “Tp senang juga ding kak, kalau permainan menyenangkan.”
 R : “Lho katanya tadi suka, kok membosankan, kenapa?”
 S2 : “Soalnya kalau pelajaran pake’ LKS itu ngebosenin kak, suruh baca terus, materinya itu-itu aja, kadang sampe berhari-hari suruh mempelajari teks itu terus, bosen.”
 R : “Oh gitu, berarti suka nya cuman kalau lagi permainan aja ya?”
 SS : “Hahhhaahhaa”
 R : “Mmmm. .kalian suka nggak sih membaca teks dalam Bahasa Inggris?”
 S2 : “Nggak kak, susah. .hehe”
 S3 : “Suka. .suka. .tapi kalau diulang-ulang males kak.”
 S4 : “Suka, tapi kadang-kadang. Hehee.”
 R : “Kok nggak suka? Kenapa? Trus kok cuman suka kadang-kadang?”
 S4 : “Susah mbacanya kak, gak bisa ngucapinya mesti salah.”
 S1 : “Males nggak tau artinya si kak.”
 R : “Oke. Oiyya, kalian lebih suka kerja sendiri-sendiri atau kelompokan?”
 SS : “Kelompok!” (menjawab serempak dengan penuh semangat)
 R : “Lho kenapa?”
 S1 : “Biar bisa kerjain bareng-bareng kak, kan asik gak frustrasi.”
 R : “Lho belajar kok frustrasi segala, memangnya kenapa?”
 S2 : “kan nggak bisa contek-contekan mbak.”
 R : “O. . ya. Oke terimakasih waktunya ya.”
 SS : “Iya kak, sama-sama.”

Interview 5

Jumat, 21 September 2012

R : Researcher

S : Student

R : “Hallo, siapa namanya?”

S : Tunjung kak.”

R : “Tunjung suka pelajaran Bahasa Inggris nggak?”

S : “Kadang suka kadang enggak.”

R : “Kenapa alasanya?”

S : “Ya suka kalau pelajarannya nggak susah, nggak suka kalau suruh hafalin vocab.”

R : “Kenapa nggak suka ngafalin vocab??”

S : “Susah, ngucapinya aja sering salah kok kak, apalagi ngapalin artinya.”

R : “Terus kalau gitu senengnya pelajaran bahasa Inggris yang bagaimana?”

S : “Pengen nya yang santai tapi mudeng, yang bisa dikerjakan bareng-bareng.”

R : “Kelompokan gitu maksudnya?”

S : “Iya kelompokan lebih enak.”

R : “Lebih enak nya kenapa?”

S : “Soalnya bisa saling bertukar pikiran, yang nggak mudeng bisa tanya temen satu kelompok.”

Interview 6**Jumat, 21 September 2012****R: Researcher****S: Student**

- R : "Hai siapa namanya"
- S : "Tanti bu,"
- R : "Apa kamu suka bahasa Inggris?"
- S : "Lumayan."
- R : "Kenapa?"
- S : "Ya asik aja bu."
- R : "Selama ini belajar bahasa Inggris gimana?"
- S : "Enak."
- R : "Gurunya gimana kalau ngajar?"
- S : "Enak."
- R : "Kalau pelajaran membaca gimana susah ga memahami teks?"
- S : "Susah bu,"
- R : "La kok bisa?"
- S : "Lha nggak tau artinya."
- R : "Emang selama ini belajar bahasa Inggris gimana?"
- S : "Ya gitu lah, suruh baca, terus nanti kalau nggak tau artinya suruh cari di kamus."

Interview 7**Jumat, 21 September 2012****R : Researcher****S : Student**

- R : "Halo, siapa namanya?"
- S : "Hafid."
- R : "Hafid selama ini belajar bahasa Inggris seneng nggak?"
- S : "Seneng bu,"
- R : "Kenapa?"
- S : "Soalnya saya seneng bahasa Inggris."
- R : "Selama ini kalau belajar bahasa Inggris suka kelompokan nggak?"
- S : "Enggak bu, sering nya individu, kalau enggak sebangku."
- R : "Lebih seneng mana individu atau kelompokan?"
- S : "Seneng kelompokan bu, soalnya bisa saling tukar pendapat."

Interview 8**21 September 2012****R : Researcher****S : Student**

- R : "Hai, siapa namanya?"
- S : "Fikki kak."
- R : "Bagaimana pendapatmu tentang pelajaran bahasa Inggris?"
- S : "Enak pelajaranya."
- R : "Ada kesulitan ga dalam memahami text bahasa Inggris?"

- S : “Kadang sulit kadang tidak.”
 R : “Kenapa?”
 S : “Kadang ga paham.”

Interview 9

21 September 2012

- R : Researcher**
S : Student
 R : “Selamat pagi, boleh minta waktu sebentar? Siapa namanya?”
 S : “Selamat pagi kak, Iwan kak, boleh”
 R : “Bagaimana pendapat kamu dengan bahasa Inggris.”
 S : “Sulit-sulit mudah.”
 R : “Bagaimana pendapat kamu tentang membaca text bahasa Inggris?”
 S : “Sulit.”
 R : “Kesulitannya apa?”
 S : “Ga tau artinya.”
 R : “Bagaimana kamu belajar memahami text?”
 S : “Cuma membacanya.”
 R : “Kegiatan membaca yang kamu inginkan.”
 S : “Yang mudah dipahami.”

Interview 10

26 September 2012

- R : Researcher**
S : Student
 R : “Selamat pagi, boleh saya minta waktunya sebentar?”
 S : “Pagi bu, iya boleh”
 R : “Siapa nama kamu?”
 S : “Yumna, bu”
 R : “Apa pendapatmu tentang pelajaran tadi, enak tidak?”
 S : “Iya Miss, enak kok, menyenangkan.”
 R : “Mudah ga?”
 S : “Mudah.”
 R : “Apa bisa digunakan untuk memahami teks deskriptif?”
 S : “Bisa.”
 R : “Jadi strategi yang saya ajarkan apa bisa membantu memahami teks?”
 S : “Bisa.”
 R : “La mengenai soal-soalnya tadi bagaimana?”
 S : “Agak bu.”
 R : “Apa maksudnya?”
 S : “Ya agak mudah.”
 R : “La bisa apa tidak dalam menjawabnya?”
 S : “Kayaknya bisa.”

Interview 11**26 September 2012****R : Researcher****S : Student**

R : "Hai, boleh minta waktu sebentar? Namanya siapa ya tadi?"

S : "Attallah kak"

R : "Ok, Attallah, menurut kamu pelajaran yang diajarkan tadi mudah tidak?"

S : "Mudah."

R : "Kamu suka atau tidak?"

S : "Suka."

R : "Teknik yang diajarkan dapat membantu untuk memahami teks tidak?"

S : "Agak."

R : "Mudahnya dibagian mana?"

S : "Yang bagian mencari ide-idenya itu."

R : "Apakah lebih mudah dalam memahami teks?"

S : "Insallah bisa."

R : "Bisa tidak dalam mengerjakan soal-soal latihanya?"

S : "Bisa kak."

Interview 12**26 September 2012****R : Researcher****S : Student**

R : "Morning, what is your name?"

S : "Arsari miss."

R : "Menurutmu yang saya ajarkan bisa dipahami?"

S : "Bisa?"

R : "Apakah strategi yang saya ajarkan bisa untuk memahami teks?"

S : "Bisa."

R : "Bagaimana yang sudah saya ajarkan tadi bisa dipahami?"

S : "Bisa."

R : "Apakah strateginya bisa untuk memahami text?"

S : "Insallah bisa."

R : "Apakah ada kesulitan saat kamu melakukan permainan ini? Apa kamu suka?"

S : "Tidak, saya tidak ada kesulitan saat melakukan permainan ini, ada banyak teman dan kami bisa saling bertanya kalau bingung. Ini membuat proses belajar jadi menarik. Aku suka ini."

R : "Baiklah, berarti kamu bisa mengikuti pelajaran dengan baik?"

S : "Bisa kak."

Interview 13**26 September 2012****R: Researcher****S: Student**

R : "Hai, siapa namanya dek?"

S : "Gestavo kak."

- R : “Boleh kakak bertanya sedikit tentang pelajaran tadi?”
 S : “Hmmm(tersenyum) iyya boleh kak,”
 R : “Apakah kamu menemukan kesulitan-kesulitan dalam belajar Bhs. Inggris dengan teknik Jigsaw? Berikan alasan nya.”
 S : “Oh itu, tidak, saya tidak punya kesulitan dalam pelajaran Bahasa Inggris dengan menggunakan jigsaw karena bagi saya ini menarik dan saya jadi punya motivasi dalam belajar.”

Interview 14

28, September 2012

R: Researcher

S: Student (Samuel)

S2: Student (Shinta)

S3: Student (Wafirul)

- R : “Hai, boleh mengganggu sebentar?”
 S : “Hehe boleh kak”
 R : “Samuel ya?”
 S : “Iyya kak.”
 R : “Apakah menurut kamu, pelajaran yang saya ajarkan mudah tidak?”
 S : “Ya, mudah menurut saya.”
 R : “Bagian mana yang mudah ?”
 S : “Bagian yang mencari ide masing-masing paragraph itu lho.”
 R : “Menurutmu, apakah strategi (jigsaw) yang saya ajarkan bisa untuk memahami teks atau tidak?”
 S : “Iya bisa kalau menurut saya sich.”
 R : “Hai, shinta ya”
 S2 : “Iya kak.”
 R : “Apakah menurut kamu, belajar dengan strategi ini bisa memahami text”
 S2 : “Ya, bisa”
 R : “Bagian mana?”
 S2 : “Bagian yang mencari description pattern of paragraph sama yang menjawab pertanyaan.”
 R : “Lalu bagaimana dengan kamu Wafirul?”
 S3 : “Apanya kak?”
 R : “Apakah menurut kamu, belajar dengan strategi ini bisa memahami text Bahasa Inggris?”
 S3 : “Ya, bisa bisa bisa.”
 R : “Apa pendapatmu tentang strategi ini?”
 S3 : “Memahami text dalam Bhs. Inggris itu sulit dan bikin males, tapi pakai strategi ini jd mudah memahami text nya, gampang mudeng.”

Interview 15

29, September 2012

R: Researcher

S: Student

- R : "Hai Nurul"
 S : "Iya bu?"
 R : "Bagaimana mengenai soal-soal yang tadi saya berikan ?"
 S : "Lumayan Bu."
 R : "Maksudnya lumayan bagaimana?"
 S : "Ya, agak mudah, tidak terlalu susah."
 R : "Bisa atau tidak menjawabnya?"
 S : "Bisa."
 R : "Kalau kamu, Kirana ya?"
 S2 : "Iya bu"
 R : "Bagaimana kalau menurutmu, apakah lebih mudah dalam memahami teks?"
 S2 : "Ya, mudah"
 R : "Bisa tidak saat mengerjakan soal-soal latihan?"
 S2 : "Bisa bu."

Interview 16

29, September 2012

R: Researcher

T: Teacher

- R : "Selamat siang Bu, saya sudah selesai mengajar, ternyata capek juga ya bu. Hehee."
 T : "Selamat siang mbak. Iya memang mbak apalagi kalau anak-anak susah diatur ya. Gimana tadi, nyaman tidak mengajarnya?"
 R : "Alhamdulillah nyaman bu, anak-anak bisa diajak bekerjasama, tidak begitu rewel."
 T : "Betul memang, kalau mereka sudah merasa nyaman, mereka tidak akan rewel."
 R : "Menurut ibu, bagaimana dengan strategy yang saya gunakan bu?"
 T : "Strategi yang digunakan mbak sebenarnya sudah sesuai dengan apa yang siswa butuhkan. Kebanyakan anak-anak suka belajar berkelompok, tapi ya itu resiko nya mereka ramai. Tapi disini saya melihat kalau anak-anak itu sangat menikmati kegiatan belajar mereka dengan teknik jigsaw."

Interview 17

5, Oktober 2012

R: Researcher

S: Student

- R: "Hi dhek, pelajaran tadi bagaimana enak nggak?"
 S: "Enak kak."
 R: "Bagaimana menurut kalian apakah pelajaran yang diajarkan?"
 S: "Ya bisa."
 R: "Kalau dibuat kelompok bagaimana pendapatmu?"
 S: "**Lebih membantu** karena kita bisa berdiskusi kalau sama teman-teman."

R: "Mudahnya dibagian mana ya?"
 S: "Di bagian mencarinya itu lho kak."
 R: "Kalau ada teks recount lagi bisa tidaknya mencari urutan kejadiannya?"
 S: "Bisa."
 R: "Dalam menjawab pertanyaanya tadi sudah bisa belum?"
 S: "Bisa kak."

Interview 18
5, Oktober 2012

R: Researcher

S: Student

R: "What is your name?"
 S: "Aditya Miss"
 R: "Tadi pelajaranya bagaimana?"
 S: "Ya begitu lah Miss."
 R: "La pelajaran yang saya ajarkan mudah tidak?"
 S: "Mudah."
 R: "Strategi yang saya ajarkan bisa untuk memahami teks recount tidak?"
 S: "InsAllah bisa."
 R: "Apakah dengan berkelompok lebih mudah mencari urutan event nya?"
 S: "Iya, lebih mudah"
 R: "Apa alasan nya?"
 S: "Karena strateginya bisa digunakan untuk mencari urutan event-event, terus kalau kita ada yang tidak mengerti kita bisa tanya teman untuk di jelaskan"

Interview 19
5, Oktober 2012

R: Researcher

S: Student

R: "Nama kamu siapa?"
 S: "Silvia Miss."
 R: "Silvia, menurut kamu yang diajarkan bisa dipahami tidak?"
 S: "Bisa."
 R: "Kamu suka tidak?"
 S: "Suka."
 R: "Strategi yang diajarkan 'the sequence pattern' bisa tidak?"
 S: "Bisa."
 R: "Apa pendapatmu?"
 S: "Iya lebih memudahkan dalam memahami teks bahasa inggris."
 R: "Apakah lebih mudah memahami text dengan strategi yang saya berikan?"
 S: "Ya walaupun ada kosakata yang saya tidak tau artinya, tapi metode hari ini membuat aku lebih mudah menangkap maksud dan memahami text."

Interview 20**5, Oktober 2012****R: Researcher****S: Student**

R: "Hallo dek, nama kamu siapa ya?"

S: "Septiana Miss"

R: "Menurut kamu pelajaran yang diajarkan tadi mudah tidak?"

S: "Mudah"

R: "Kamu suka atau tidak?"

S: "Suka"

S: "Iya."

R: "Teknik yang diajarkan dapat membantu untuk memahami teks tidak?"

R: "Mudahnya dibagian mana?"

S: "Mencari urutan kejadianya."

R: "Apakah lebih mudah dalam memahami teks?"

S: "Mudah."

Interview 21**5, Oktober 2012****R: Researcher****T: Teacher**

R: "Bagaimana menurut ibu mengenai Jigsaw technique yang saya gunakan hari ini?"

T: "Menurut saya lebih baik mbak, biasanya siswa sangat gugup dalam pelajaran bahasa inggris. Mereka takut membuat kesalahan dalam membaca bahasa inggris. Tapi setelah menggunakan metode pembelajaran yang kooperatif yaitu jigsaw, siswa tidak gugup lagi. Mereka lebih aktif tampaknya dalam kelas."

R: "Kalau begitu teknik ini bisa membantu siswa memahami text ya bu?"

T: "Saya kira sudah cukup membantu teknik yang mbak berikan untuk siswa dalam memahami text bahasa inggris. Anak sudah bisa mengidentifikasi ide-ide didalam paragraph seperti yang mbak ajarkan."

Interview 22**6, Oktober 2012****R: Researcher****S: Student**

R: "Cagar ya? Boleh ngobrol sebentar ya?"

S: "Iyya kak, gimana? Duduk sini kak."

R: "Apakah kamu suka belajar bahasa inggris dengan teknik jigsaw?"

S: "Ya, saya suka"

R: "Kenapa?"

S: "Ya, biasanya kita belajar bahasa inggris tanpa metode pengajaran yang menarik, tapi dengan menggunakan jigsaw kita jadi termotivasi untuk belajar bahasa inggris."

R: "Terus, kamu nyaman nggak dengan pelajaran yang sudah kakak berikan selama ini?"

S: "Hmm awalnya sih bingung kak, tapi setelah mudeng ya nggak bingung lagi, seneng."

R: "Kenapa senang?"

S: "Yaa soalnya jadi nggak tegang lagi belajar Bahasa Inggris, santai gitu lah"

R: "Oke makasih ya"

Interview 23

6, Oktober 2012

R: Researcher

S: Student

R: "Hanif ya?"

S: "Iya Miss."

R: "Bagaimana pelajaran tadi? Bisa dipahami ga materinya?"

S: "Enak kak, bisa InsAllah."

R: "Apakah kamu bisa membedakan kedua pattern yang saya jelaskan tadi?"

S: "Bisa."

R: "Apakah bisa menggunakan the description pattern untuk memahami text descriptif?"

S: "Bisa."

R: "Apakah bisa menggunakan the sequence pattern untuk memahami text recount?"

S: "Bisa."

R: "Kalau bisa, bedanya bagaimana?"

S: "Kalau yang teks deskriptif dicari idenya setiap paragraph terus di hubungkan, kalau teks recount di cari urutan waktunya."

R: "Oke, berate mengerti beneran ya?"

S: "Heehee iya mengerti."

APPENDIX 2

FIELD NOTES

FIELD NOTES

Field note 1

Hari / tanggal : Kamis, 13 September 2012

Tempat : SMP I Wonosobo

Peneliti datang ke sekolah untuk meminta izin pada pihak sekolah untuk mengadakan penelitian di sekolah tersebut. Karena Bp.Kepala Sekolah sedang tidak berada di tempat maka staff TU menghubungi beliau dan kemudian meminta peneliti untuk bertemu Guru Bahasa Inggris kelas VIII langsung di kelas selatan (sekolah sedang direnovasi, maka siswa kelas VIII sementara dipindah ke sekolah yg terletak di selatan/kelas jauh yang terletak 800mtr dari gedung sekolah pusat). Peneliti menuju ke kelas selatan dan bertemu langsung dengan GBI untuk mengemukakan maksud untuk melaksanakan penelitian. GBI mengizinkan peneliti untuk melakukan penelitian, dengan terlebih dulu menerangkan prosedur yang ada di sekolah tersebut. GBI menawarkan beberapa kelas yg beliau ampu, setelah mempertimbangkan jadwal, GBI dan peneliti sepakat untuk memilih kelas 8D untuk digunakan sebagai subject penelitian. Peneliti diminta untuk datang melakukan observasi pada hari Sabtu, 15 September 2012 pada jam ke 4-5 di kelas 8D.

Field note 2

Hari / tanggal : Sabtu, 15 September 2012

Tempat : Ruang Guru (kelas jauh)

Peneliti datang ke sekolah untuk bertemu dengan GBI untuk melaksanakan observasi di kelas. Namun, ada perubahan jadwal pelajaran, sehingga dengan terpaksa observasi kelas diundur minggu berikutnya. GBI memberikan contoh RPP yang beliau gunakan dan membandingkan dengan RPP yang peneliti buat. GBI juga memberikan contoh LKS yang digunakan dalam proses belajar mengajar.

Field note 3

Hari / tanggal : Rabu, 19 September 2012

Tempat : Ruang Guru (kelas jauh)

Peneliti datang ke sekolah untuk melakukan observasi di kelas VIII. Peneliti datang ke kantor guru, dan menunggu guru bahasa inggris kelas VIII. Setelah bel berbunyi tanda pergantian jam dari jam ke 3 menuju ke jam ke 4, kami masuk ke kelas 8 D. Situasi kelas tidak terlalu ramai karena memang siswa di kelas ini tidak begitu ramai. Setelah menyapa siswa, guru memperkenalkan peneliti dan mengutarakan niat kenapa peneliti ada di kelas ini. Setelah itu proses belajar mengajar dimulai dengan digambarkan sebagai berikut:

1. GBI masuk kelas dan membuka pelajaran dengan mengucapkan salam dan mengecek presensi siswa. Semua siswa hadir
2. GBI lalu menjelaskan kepada siswa mengenai maksud dan tujuan peneliti berada di kelas mereka dan mempersilahkan peneliti untuk menempati bangku kosong yang ada di bagian pojok belakang.

3. Berhubung pada pertemuan terakhir GBI mengadakan ulangan harian, GBI menanyakan beberapa pertanyaan mengenai materi ulangan harian yang sudah dilaksanakan pada pertemuan sebelumnya yaitu tentang deskriptif text.
4. Selanjutnya, GBI memberikan copyan soal yang telah digunakan untuk ulangan harian pada pertemuan sebelumnya. GBI meminta siswa menyimak dan membahasnya secara bersama-sama. Setiap siswa membaca dan menjawab soal secara urutan sesuai dengan tempat duduk mereka masing-masing, kemudian dibahas bersama-sama.
5. GBI lalu memberikan penjelasan mengenai kata-kata yang sulit yang ada dalam soal. Beberapa siswa tidak memperhatikan dan berbicara sendiri dengan temannya sehingga GBI menegur mereka.
6. GBI meminta siswa untuk menghafalkan vocabulary yang ada dalam soal kemudian meminta siswa untuk menghafal satu-persatu pada pertemuan berikutnya.

Setelah pelajaran usai, GBI mengajak peneliti untuk berbincang-bincang di ruang guru. GBI dan peneliti sepakat untuk mengadakan pre-test pada hari Jum'at 21 September 2012 pada jam 1-2.

Field note 4

Hari / tanggal : Jum'at, 21 September 2012

Tempat : Ruang Kelas 8D

Sesuai dengan kesepakatan yang telah dibuat oleh GBI dan peneliti, peneliti dipersilahkan untuk melaksanakan pretest pada jam 1-2 di kelas 8D. GBI mengantarkan peneliti ke kelas 8D. Selanjutnya guru memperkenalkan peneliti dan mengutarakan niat peneliti untuk melaksanakan pre-test. Peneliti melakukan pre-test dikelas 8D dimulai pukul 07.00 sampai 08.20. Siswa mengerjakan tersebut dengan tenang walaupun situasi diluar kelas sangat ramai. Setelah selesai pre-testnya, Peneliti bertemu guru di ruang guru. Guru mengatakan bahwa 'testnya sudah sesuai dengan materi.'

Field note 5

Hari / tanggal : Rabu, 26 September 2012

Tempat : Ruang Kelas 8D

Peneliti datang ke sekolah dan langsung ke kantor guru. Setelah guru bahasa Inggris datang, Peneliti dan guru bahasa Inggris berdiskusi tentang tindakan yang akan dilaksanakan pada hari ini. Guru bahasa Inggris bertanya "sudah siap mengisi mbak?" peneliti menjawab, "InsyaAllah siap bu, descriptive text ya bu?" Kemudian GBI menjawab "Iya monggo, sebentar lagi bel, masuk jam ke 5-6 y mb." Setelah masuk jam ke 5, Peneliti diminta langsung ke kelas, peneliti memulai pelajaran dengan apersepsi sementara itu guru bahasa Inggris datang dan langsung duduk dibelakang. Adapun proses belajar mengajarnya sebagai berikut:

1. Peneliti melakukan greeting, pengenalan, dan mengecek kehadiran siswa dengan memanggil nama siswa satu persatu.
2. Peneliti mendeskripsikan sesuatu yang menggambarkan tentang descriptive text. Siswa mendengarkan apa yang peneliti deskripsikan.

3. Peneliti membagikan contoh sebuah descriptive text dan meminta siswa untuk membaca dan memahaminya.
4. Peneliti meminta siswa untuk mencari kosa kata yang belum diketahui. Beberapa siswa membuka kamus dan beberapa siswa menanyakan artinya kepada peneliti karena tidak membawa kamus.
5. Beberapa siswa yang menemukan kata-kata sulit bertanya pada Peneliti “ Bu, kalo Peneliti memberikan strategi bagaimana siswa memahami teks descriptif yaitu dengan *recognizing text organization* yaitu *the description pattern*. Pada saat peneliti menjelaskan strategi tersebut pertama kali, semua siswa terdiam dan memperhatikan strategi yang peneliti berikan. Peneliti melihat keingintahuan siswa untuk bisa menggunakan strategi yang peneliti berikan. Setelah penjelasan, peneliti bertanya “apakah bisa dipahami?” beberapa siswa menjawab “belum”. Peneliti mengulangi penjelasan dengan pelan-pelan, setelah itu menanyakan lagi pertanyaan tersebut. Beberapa siswa menjawab bisa, beberapa lagi menjawab ‘owh’. Peneliti mengulangi lagi penjelasan dan mengambil contoh teks descriptif yang lain. Peneliti bertanya “apakah yang sekarang bisa dipahami?” kebanyakan dari siswa menjawab “sudah.”
6. Setelah dapat dipahami dengan strategi yang peneliti berikan, peneliti meminta siswa menjawab pertanyaan yang terkait dan mendiskusikan jawaban bersama peneliti.
7. Peneliti menunjukan teks deskriptif yang lain dan meminta siswa untuk memahaminya dengan penggunaan strategi *the description pattern*. Peneliti bertanya kepada siswa “apakah menjadi susah cara memahaminya dengan strategi ini?” siswa menjawab “tidak.” Peneliti bertanya lagi “bisa tidak membuat strategi ini?” siswa menjawab “bisa.” Apakah sudah bisa mencari ide di setiap paragraph?” dan apakah bisa menghubungkannya dengan kalimat yang lain? Beberapa siswa menjawab ‘bisa’. Walaupun masih ada siswa yang kelihatan belum tau yang duduk dideretan belakang dengan melihat pekerjaan temanya.
8. Karena tidak ada pertanyaan dan waktu pelajaran hampir selesai, peneliti menyimpulkan materi yang sudah diajarkan dan setelah itu menutup pelajaran.

APPENDIX 3

OBSERVATION CHECKLISTS

Observation Sheet of Teacher's Activities

Day/date : Wednesday, September 19, 2012 Meeting: 1

Topic : Descriptive Text Time : 5-6

Class : VIII D

No	Aspects	Yes	No	Description
1.	Opening the Lesson			
	- Giving Lead-in	√		
	- Starting the learning Objectives	√		
	- Motivating Students	√		
2.	Organizing the teaching and learning process			
	- Presenting the materials	√		
	- Organizing students in group		√	
	- Guiding students in group		√	
	- Controlling students	√		
	- Evaluating students' works	√		
3.	Managing the teaching and learning process			
	- Managing the time	√		
	- Using media	√		
4.	Closing the lesson			

	- Summarizing the materials	√		
	- Giving feedback	√		

APPENDIX 4

LESSON PLAN

LESSON PLAN

School	: SMP I Wonosobo
Subject	: English
Class/semester	: VIII/1
Skill	: Reading
Time allocation	: 2 x 40 minutes
Standard of Competence	: 5. To comprehend the meaning in written functional texts and simple short essays of descriptive and recount which are related to the surrounding environment.
Basic competence	: 5.3 To respond to the meaning and rhetorical steps in simple short essays of descriptive and recount which are related to the surrounding area accurately, fluently, and appropriately.

A. Learning Objective

At the end of the lesson, the students are able to identify the detail information of a descriptive text.

B. Indicators

- identifying the generic structure of the text
- finding the description pattern of the text
- finding information of the descriptive text

C. Lesson Material

- Descriptive text (enclosed)

D. Method : Text-Based Approach

E. Teaching Learning Techniques

1. Opening

- ✓ Greeting
- ✓ Checking students
- ✓ Saying prayer

2. Main Activity

BKOF

- ✓ Teacher asks the students about descriptive texts.
- ✓ Teacher tells the purpose about the text.

MOT

- ✓ Teacher shows a descriptive text.
- ✓ Teacher asks students to read the text silently.
- ✓ The teacher discusses the unfamiliar words in the text.
- ✓ Teacher explains the description pattern of the text.

JCOT

- ✓ Teacher asks students to make a group and give one topic.
- ✓ Each group given 1 different subtopic and choose 1 leader of the group.
- ✓ Each leader of the group from each group explains everything that is discussed each other. (Activities 1)
- ✓ Every group presents the result of discussion.
- ✓ Teacher and students discuss the exercise.

ICOT

- ✓ Teacher gives another descriptive text. (Activity 2)
- ✓ Teacher asks students to identify the description pattern individually.
- ✓ Teacher asks students to submit the worksheet.

3. Closing

- ✓ Teacher asks students about the conclusion of the materials that have been learned.
- ✓ Teacher asks them to learn the pattern at home.

F. Learning Resource

- ✓ English on Sky 2, by Mukarto : Penerbit Airlangga

- ✓ Widiati, U. 2008. *Contextual Teaching and Learning Grade VIII*. Jakarta: Pusat Perbukuan.

G. Evaluation

1. Technique : Jigsaw Technique
2. Form : group task

Assessment rubric:

No.	Note	Score
1.	Each correct score	1
2.	No answer/wrong	0

Wonosobo, September 2012

Guru Mata Pelajaran

Mahasiswa

Suryati, S.Pd.

Nurma Liza Kumala Sari

NIP:

NIM: 07202244044

MATERIALS

TOPIC : DESCRIBING ANIMAL

What is a descriptive text?

- **Descriptive text** tends to specify the described object. The goal of the descriptive text is transferring the experience of the writers. The experience can be what they see, read, or feel.
- **Descriptive text** commonly tries to reveal the image of certain person, place, animal, or thing.

Activity I

Read the text carefully

The Sea Eagle

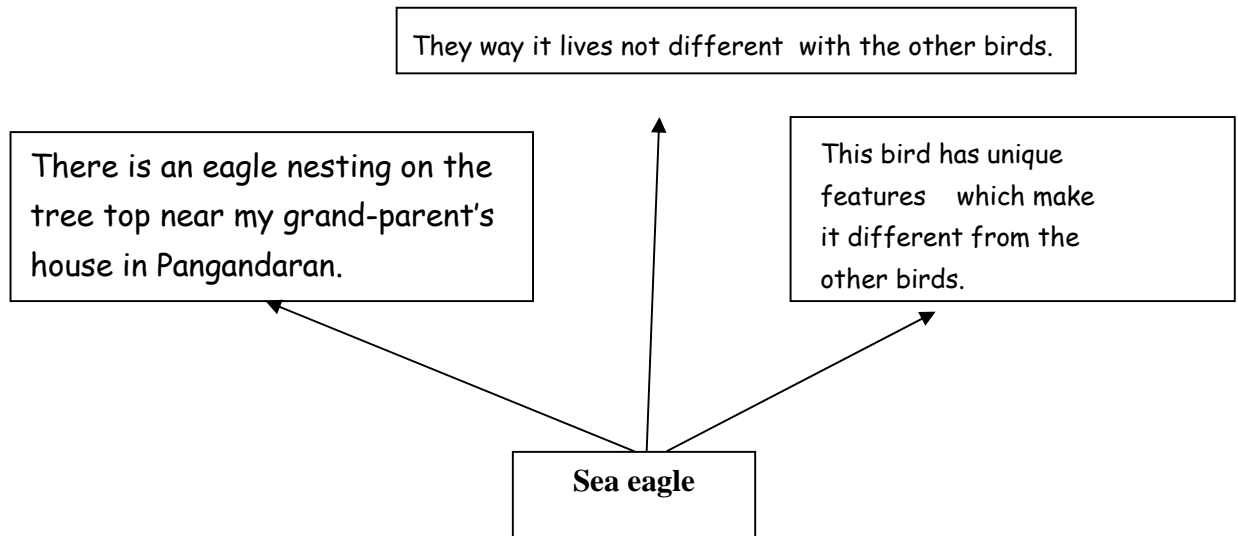
There is an eagle nesting on the tree top near my grand-parent's house in Pangandaran. It was a sea eagle.

This bird has unique features which make it different from the other birds. The color of its feathers is light brown. It has a strong and sharp yellowish beak. Its claws are very sharp. It has many sizes, shapes, and colors, but the sea eagle is easy to recognize because it has a strong sharp beak and a stream-line body.

The way it lives not different with the other birds. Its forelimbs (or arms) serve as wings. This means that they are of little use for anything except flying. It walks on two legs and has a very flexible neck and strong beak to handle foods, to care for its feathers and for

many other jobs that non-flying animals do with paws, claws, or hands on.

The description pattern of the text



Discuss the questions with your friends based on the text above.

1. What kind of text is it?
2. What is the purpose of the text?
3. What is the generic structure of the text?
4. What do you know about eagles?
5. Why is the sea eagle easy to recognize?
6. What do you think of its flying? Is it easy or hard to do?
7. What do the forelimbs of an sea eagle do?
8. What are the sea eagle's neck and beak like?

Activity 2

Identify the description pattern of the text.

SAN FRANCISCO

San Francisco is my favourite city in the United States. It is beautiful, clean, not too big, and it has something for everybody. I love the streets and buildings in San Francisco. The streets wind up and down the hills, with beautiful old brick and wooden houses on either side.



Pic. 47

(<http://upload.wikimedia.org>)

One of my favourite things to do in San Francisco is to ride the cable car. It takes you to most parts of the city. It's not a very comfortable ride, but it's exciting and the views you get from the car are wonderful.

And I like the weather in San Francisco. It never gets too cold or too hot. The summers are pleasant. The fresh breezes blow off the ocean and the sky is always blue. It rains quite a lot in the winter, but it never gets very cold.

Another thing I enjoy about the city is the restaurants. The seafood restaurants, with crabs and lobster, are my favourites. You can also get great Chinese, Japanese, American and European food in San Francisco.

1. What kind of text is it?
2. What is the purpose of the text?
3. What is the generic structure of the text?
4. What is interesting about streets in San Francisco?
5. Where do we find the cable car?
6. What does the third paragraph tell about?
7. "It takes you to most parts of the city." (Line 7)
What does the underlined word refer to?
8. What does the second paragraph tell about?
9. "The seafood restaurants, with crabs, and lobster, are my favourites." (Line 18)
The synonym of word 'favourite' is
10. It usually (rains/raining) ... in San Francisco

LESSON PLAN

School	: SMP I Wonosobo
Subject	: English
Class/semester	: VIII/1
Skill	: Reading
Time allocation	: 2 x 40 minutes
Standard of Competence	: 5. To comprehend the meaning in written functional texts and simple short essays of descriptive and recount which are related to the surrounding environment.
Basic competence	: 5.3 To respond to the meaning and rhetorical steps in simple short essays of descriptive and recount which are related to the surrounding area accurately, fluently, and appropriately.

A. Learning Objective

At the end of the lesson, the students are able to identify the detail information of a descriptive text.

B. Indicators

1. identifying the description pattern of descriptive texts
2. finding the topic and main ideas of the text
3. answering questions that are related to the text

C. Lesson Material

- Descriptive text (enclosed)

D. Method : Text-Based Approach

E. Teaching Learning Techniques

1. Opening

- ✓ Greeting
- ✓ Checking students
- ✓ Saying prayer

2. Main Activity

BKOF

- ✓ Teacher asks the students about descriptive texts.
- ✓ Teacher tells the purpose about the text.

MOT

- ✓ Teacher shows a descriptive text.
- ✓ Teacher asks students to read the text silently.
- ✓ The teacher discusses the unfamiliar words in the text.
- ✓ Teacher explains the description pattern of the text.

JCOT

- ✓ Teacher asks students to make a group and give one topic.
- ✓ Each group given 1 different subtopic and choose 1 leader of the group.
- ✓ Each leader of the group from each group explains everything that is discussed each other. (Activities 1)
- ✓ Every group presents the result of discussion.
- ✓ Teacher and students discuss the exercise.

ICOT

- ✓ Teacher gives another descriptive text. (Activity 2)
- ✓ Teacher asks students to identify the description pattern individually.
- ✓ Teacher asks students to submit the worksheet.

3. Closing

- ✓ Teacher asks students about the conclusion of the materials that have been learned.
- ✓ Teacher asks them to learn the pattern at home.

F. Learning Resource

Widiati, U. 2008. *Contextual Teaching and Learning Grade VIII*. Jakarta: Pusat Perbukuan.

Priyana, J. 2008. *Scaffolding Grade VIII*. Jakarta: Pusat Perbukuan

G. Evaluation

Technique : Answering questions.

Form : group task

Assessment rubric:

No.	Note	Score
1.	Each correct score	1
2.	No answer/wrong	0

\Wonosobo, September 2012

Guru Mata Pelajaran

Mahasiswa

Suryati, S.Pd

NIP:

Nurma Liza Kumala Sari

NIM: 07202244044

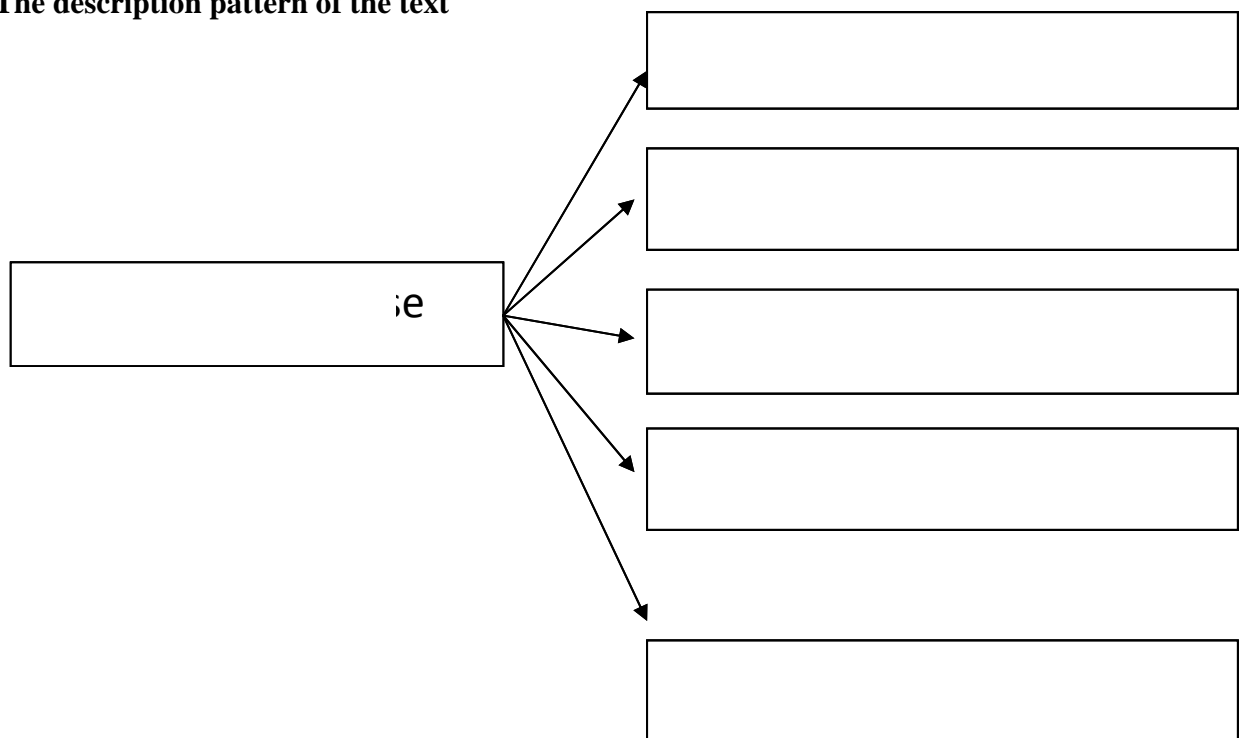
MATERIALS

Activity 1

Read the text carefully


Sydney Opera House	
The Sydney Opera House is a large performing art place. It becomes an Australian icon. It was established in 1973. It is located in Sydney, New South Wales, Australia.	<u>Generic structure</u> Definition and time
The Sydney Opera House covers 1.8 hectares of land. It is 183 m long and about 120 m wide. The building can load 25,000 people.	Description of physical features
The Opera House is a place for large theatrical productions. It is the home of Opera Australia, the Sydney Theatre Company and the Sydney Symphony.	Description of purpose
There are five theatres in Sydney Opera House. There are also five rehearsal studios, two main halls, four restaurants, six bars, and many souvenir shops. The design of the Opera House is very unique. The roof looks like giant shells.	Description of features
Besides for theatrical productions, the Opera House is also used for other functions. It is used for weddings, parties, and conferences.	Description of use
(Adapted from: www.wikipedia.org)	

The description pattern of the text



ACTIVITY 2

Read the text and discuss the description patterns of the text with your friends.



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ll

Answer the questions below

1. What kind of text is it?
2. What is the purpose of the text?
3. What is the generic structure of the text?
4. What is Singapore like? Is it beautiful?
5. How big is the population of Singapore?
6. Is the business district an old place?

7. What can we find in Chinatown?
8. Singapore is famous for its shops and restaurants. What does the underlined word refer to?

LESSON PLAN

School : SMP I Wonosobo

Subject : English

Class/semester : VIII/1

Skill : Reading

Time allocation : 2 x 40 minutes

Standard of Competence : 5. To comprehend the meaning in written functional texts and simple short essays of descriptive and recount which are related to the surrounding environment.

Basic competence 5.3 To respond to the meaning and rhetorical steps in simple short essays of descriptive and recount which are related to surrounding area accurately, fluently, and appropriately.

A. Learning Objective

At the end of the lesson, the students are able to find the detail information of a recount text.

B. Indicators:

1. identifying the generic structure of the text.
2. identifying the sequence pattern of the text.
3. answering questions that are related to the text.

C. Lesson Material

- Recount text (enclosed)

D. Method : Text-Based Approach

E. Teaching Learning Techniques

1. Opening

- ✓ Greeting
- ✓ Checking students
- ✓ Saying prayer

2. Main Activity

BKOF

- ✓ Teacher asks the students about recount texts.
- ✓ Teacher tells the purpose about the text.

MOT

- ✓ Teacher shows a recount text.
- ✓ Teacher asks students to read the text silently.
- ✓ The teacher discusses the unfamiliar words in the text.
- ✓ Teacher explains the generic structure of the text and the sequence pattern of the text.

JCOT

- ✓ Teacher asks students to make a group and give one topic.
- ✓ Each group given 1 different subtopic and choose 1 leader of the group.
- ✓ Each leader of the group from each group explains everything that is discussed each other. (Activities 1)
- ✓ Every group presents the result of discussion.
- ✓ Teacher and students discuss the exercise.

ICOT

- ✓ Teacher gives another text. (Activity 2)
- ✓ Teacher asks students to identify the sequence pattern of the text individually.
- ✓ Teacher asks students to submit the worksheet.

3. Closing

- ✓ Teacher asks students about the conclusion of the materials that have been learned.
- ✓ Teacher asks them to learn the pattern at home.

F. Learning Resource

Widiati, U. 2008. *Contextual Teaching and Learning Grade VIII*. Jakarta: Pusat Perbukuan.

Priyana, J. 2008. *Scaffolding Grade VIII*. Jakarta: Pusat Perbukuan

G. Evaluation

Technique : Answering questions.

Form : group task

Assessment rubric:

No.	Note	Score
1.	Each correct score	1
2.	No answer/wrong	0

Wonosobo, September 2012

Guru Mata Pelajaran

Mahasiswa

Suryati, SPd

NIP:

Nurma Liza Kumala Sari

NIM: 07202244044

MATERIALS

The example of recount text

Read the text carefully.

My Holiday

Last holiday our family went to Bali to have a picnic. We went there by plane. We were in Bali for six days, so we had to stay in a hotel because we didn't have any relatives there. We stayed in Bali Beach Hotel near Sanur Beach.

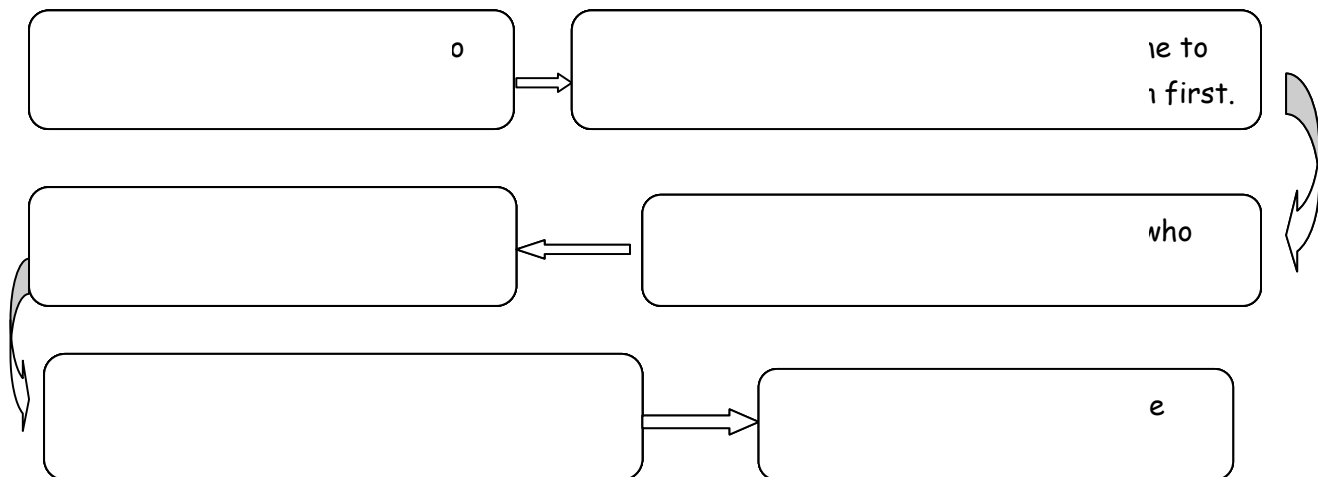
When we came to the hotel, we didn't come to our room directly, but we have to check in first. We were received by the receptionists who were friendly and kind, and then we were helped by a room boy who took us to our rooms.

On the second day, we visited Sanur Beach. We just took a walk, because the beach is in front of the hotel. We walked along the seashore, played water and sand. Actually we also wanted to swim in the beach but the lifeguard didn't allow us.

Besides doing many activities we also watched some foreign tourists' activities. Some tourists were lying on the beach, while others were having massage or surfing.

When we felt tired, we took a rest to have some meals and drinks. And at

The analysis of recognizing the sequence pattern of the text



ACTIVITY 1

Discuss the sequence pattern of the text and answer the questions.

Today was a really hot day. I went home from school at 1 p.m. After that, I came to the town square to watch a local singing contest. I went there alone. I never thought I would meet a friend.

I chose a place under a big tree. I thought it could save me from the hot day. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home.

Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around, I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.

Questions

1. What is the text about?
2. Where did the writer go after he went home from school?

3. What did the writer do thinking that the boy was his/her classmate?
4. What did the writer do realizing that the boy was not his classmate?
5. What does “it” (paragraph 2, sentence 2) refer to?
6. What does “he” (paragraph 3, sentence 2) refer to?
7. Where did the situation take place?
8. What does the third paragraph tell about?
9. “That moment was just embarrassing.” (Line 10)
The synonym of the underlined word is
10. What can you learn from the text?

LESSON PLAN

School : SMP I Wonosobo

Subject : English

Class/semester : VIII/1

Skill : Reading

Time allocation : 2 x 40 minutes

Standard of Competence : 5. To comprehend the meaning in written functional texts and simple short essays of descriptive and recount which are related to the surrounding environment.

Basic competence 5.3 To respond to the meaning and rhetorical steps in simple short essays of descriptive and recount which are related to surrounding area accurately, fluently, and appropriately.

A. Learning Objective

At the end of the lesson, the students are able to find the detail information of a recount text.

B. Indicators:

1. identifying the sequence pattern of the text
2. finding the topic and main idea of the text
3. finding information based on a recount text

C. Lesson Material

- Recount text

D. Method : Text-Based Approach

E. Teaching Learning Techniques

1. Opening

- ✓ Greeting
- ✓ Checking students
- ✓ Saying prayer

2. Main Activity

BKOF

- ✓ Teacher asks the students about recount texts.
- ✓ Teacher tells the purpose about the text.

MOT

- ✓ Teacher shows a recount text.
- ✓ Teacher asks students to read the text silently.
- ✓ The teacher discusses the unfamiliar words in the text.
- ✓ Teacher explains the generic structure of the text and the sequence pattern of the text.

JCOT

- ✓ Teacher asks students to make a group and give one topic.
- ✓ Each group given 1 different subtopic and choose 1 leader of the group.
- ✓ Each leader of the group from each group explains everything that is discussed each other.
- ✓ Every group presents the result of discussion.
- ✓ Teacher and students discuss the exercise.

ICOT

- ✓ Teacher gives another text.
- ✓ Teacher asks students to identify the sequence pattern of the text.
- ✓ Teacher asks students to submit the worksheet.

3. Closing

- ✓ Teacher asks students about the conclusion of the materials that have been learned.
- ✓ Teacher asks them to learn the pattern at home.

F. Learning Resource

Widiati, U. 2008. *Contextual Teaching and Learning Grade VIII*. Jakarta: Pusat Perbukuan.

G. Evaluation

Technique : Answering questions.

Form : group task

Assessment rubric:

No.	Note	Score
1.	Each correct score	1
2.	No answer/wrong	0

Wonosobo, September 2012

Guru Mata Pelajaran

Mahasiswa

Suryati, S.Pd.

NIP:

Nurma Liza Kumala Sari

NIM: 07202244044

MATERIALS

ACTIVITY 1

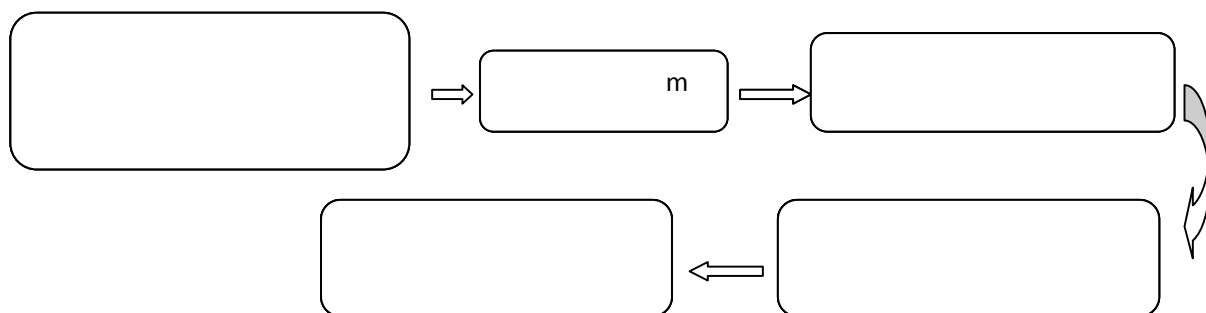
Discuss the sequence pattern and answer the questions.

Going Fishing for the First Time

Last week, my uncle asked me to go fishing with him in the river near his house. He also told me that the scenery there is beautiful. I was excited because I had never gone fishing before. Therefore, he taught me how to do it very well.

We left at 9 a.m. When we got to the river, there were already some people. They were also fishing. Then, we looked for a convenient place under a tree. We put our fishing equipment and our lunch box on the mat we brought. After that, my uncle taught me how to catch fish. He did it very patiently.

Suddenly, in the middle of fishing, I felt something really heavy catching my hook. I could not pull it until I slipped and fell into the river. I did not realise that the grass was slippery. My uncle pulled me out quickly. He helped me reach the ground. Thank God, I was safe even though I have mud all over my face. It was embarrassing!



1. When did the writer go fishing?
2. Where did they go fishing?
3. What does “he” refer to? (paragraph 1, line 2)
4. Then, we looked for a convenient place under a tree.
The word “convenient” is closest meaning to
5. Who taught the writer to catch fish?
6. What does “I” refer to? (paragraph 3, line 1)

7. Why did the writer fall into the river?
8. Who helped the writer when he/she fell into the river?
9. How did the writer feel after he fell into the river?
10. What does the last paragraph tell about?

APPENDIX 5

COURSE GRID

COURSE GRID

Standard of Competence: To comprehend the meaning in written functional texts and simple short essays of descriptive and recount which are related to the surrounding environment.

Basic competence	Learning materials	Learning activity	Indicators	Assessment		Time Allocation	Sources
				Technique	Instrument		
To respond to the meaning and rhetorical steps in simple short essays of descriptive and recount which are related to the surrounding area accurately, fluently, and appropriately.	1. Descriptive texts (San Francisco) 2. Vocabulary 3. Grammar 4. Reference 5. The generic structure 6. The description pattern	A. BKOF 1. Teacher asks the students about descriptive texts. 2. Teacher tells the purpose about the text. B. MOT 1. Teacher shows a descriptive text. 2. Teacher asks students to read the text silently. 3. The teacher discusses the unfamiliar words in the text. 4. Teacher explains the description pattern of the text. C. JCOT 1. Teacher asks students to make a group and give one topic. 2. Each group given 1 different subtopic and choose 1 leader of the	1. Identifying the generic structure of the text 2. Finding the description pattern of the text 3. Finding information of the descriptive text	Jigsaw	Essay	2 x 40 minutes	1. English on Sky 2, by Mukarto : Penerbit Airlangga 2. Widiati, U. 2008. <i>Contextual Teaching and Learning Grade VIII</i> . Jakarta: Pusat Perbukuan.

		<p>group.</p> <ol style="list-style-type: none"> Each leader of the group from each group explains everything that is discussed each other. (Activities 1) Every group presents the result of discussion. Teacher and students discuss the exercise. <p>D. ICOT</p> <ol style="list-style-type: none"> Teacher gives another descriptive text. (Activity 2) Teacher asks students to identify the description pattern individually. Teacher asks students to submit the worksheet. 					
To respond to the meaning and rhetorical steps in simple short essays of descriptive and recount which are	<ol style="list-style-type: none"> Recount texts (My Holiday) vocabulary the generic structure Grammar The sequence pattern 	<p>A. BKOF</p> <ol style="list-style-type: none"> Teacher asks the students about recount texts. Teacher tells the purpose about the text. <p>B. MOT</p> <ol style="list-style-type: none"> Teacher shows a recount text. 	<ol style="list-style-type: none"> Identifying the generic structure of the text. Identifying the sequence pattern of the text. Answering questions that are 	Jigsaw	Essay	2 x 40 minutes	<ol style="list-style-type: none"> Widiati, U. 2008. <i>Contextual Teaching and Learning Grade VIII</i>. Jakarta: Pusat Perbukuan. Priyana, J. 2008.

related to surrounding area accurately, fluently, and appropriately.		<ol style="list-style-type: none"> Teacher asks students to read the text silently. The teacher discusses the unfamiliar words in the text. Teacher explains the generic structure of the text and the sequence pattern of the text. <p>C. JCOT</p> <ol style="list-style-type: none"> Teacher asks students to make a group and give one topic. Each group given 1 different subtopic and choose 1 leader of the group. Each leader of the group from each group explains everything that is discussed each other. (Activities 1) Every group presents the result of discussion. Teacher and students discuss the exercise. <p>D. ICOT</p> <ol style="list-style-type: none"> Teacher gives another text. (Activity 2) 	related to the text.					<i>Scaffolding</i> <i>Grade VIII.</i> Jakarta: Pusat Perbukuan
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		<ol style="list-style-type: none"> Teacher asks students to identify the sequence pattern of the text individually. Teacher asks students to submit the worksheet. 					
To respond to the meaning and rhetorical steps in simple short essays of descriptive and recount which are related to the surrounding area accurately, fluently, and appropriately.	<ol style="list-style-type: none"> Descriptive text (Sydney Opera House) Vocabulary Grammar Reference The description pattern Topic and main ideas 	<ol style="list-style-type: none"> BKOF <ol style="list-style-type: none"> Teacher asks the students about descriptive texts. Teacher tells the purpose about the text. MOT <ol style="list-style-type: none"> Teacher shows a descriptive text. Teacher asks students to read the text silently. The teacher discusses the unfamiliar words in the text. Teacher explains the description pattern of the text. JCOT <ol style="list-style-type: none"> Teacher asks students to make a group and give one topic. Each group given 1 different subtopic and choose 1 leader of the group. Each leader of the group 	<ol style="list-style-type: none"> identifying the description pattern of descriptive texts finding the topic and main ideas of the text answering questions that are related to the text 	Jigsaw	Essay	2 x 40 minutes	<ol style="list-style-type: none"> Widiati, U. 2008. <i>Contextual Teaching and Learning Grade VIII</i>. Jakarta: Pusat Perbukuan. Priyana, J. 2008. <i>Scaffolding Grade VIII</i>. Jakarta: Pusat Perbukuan

		<p>from each group explains everything that is discussed each other. (Activities 1)</p> <p>4. Every group presents the result of discussion.</p> <p>5. Teacher and students discuss the exercise.</p> <p>D. ICOT</p> <p>1. Teacher gives another descriptive text. (Activity 2)</p> <p>2. Teacher asks students to identify the description pattern individually.</p> <p>3. Teacher asks students to submit the worksheet.</p>					
<p>To respond to the meaning and rhetorical steps in simple short essays of descriptive and recount which are related to the surrounding area accurately, fluently, and appropriately.</p>	<p>1. Recount text (Going fishing for the first time)</p>	<p>A. BKOF</p> <p>1. Teacher asks the students about recount texts.</p> <p>2. Teacher tells the purpose about the text.</p> <p>B. MOT</p> <p>1. Teacher shows a recount text.</p> <p>2. Teacher asks students to read the text silently.</p> <p>3. The teacher discusses the unfamiliar words in the text.</p> <p>4. Teacher explains the generic structure of the text and the sequence pattern of the text.</p>	<p>1. identifying the sequence pattern of the text</p> <p>2. finding the topic and main idea of the text</p> <p>3. finding information based on a recount text</p>	Jigsaw	Essay	2 x 40 minutes	<p>1. Widiati, U. 2008. <i>Contextual Teaching and Learning Grade VIII</i>. Jakarta: Pusat Perbukuan.</p>

		<p>C. JCOT</p> <ol style="list-style-type: none"> 1. Teacher asks students to make a group and give one topic. 2. Each group given 1 different subtopic and choose 1 leader of the group. 3. Each leader of the group from each group explains everything that is discussed each other. 4. Every group presents the result of discussion. 5. Teacher and students discuss the exercise. <p>D. ICOT</p> <ol style="list-style-type: none"> 1. Teacher gives another text. 2. Teacher asks students to identify the sequence pattern of the text. 3. Teacher asks students to submit the worksheet. 					
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APPENDIX 6

**PRE-TEST, POST-TEST,
ACIEVEMENT TEST 1
AND 2**

READING TEST

Read the text and answer the questions by crossing (X) one of the provided option!

Question 1-7

Borobudur is Hindu – Buddhist temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first-five terrace are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-stupa. The entire adifice is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.8 km of passage and starways. The design of borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people.

<http://bos-sulap.blogspot.com/2010/02/contoh-example-descriptive-text-on.html>

1. What is the purpose of the text?
 - a. To describe the Borobudur temple
 - b. To describe the Gupta architecture
 - c. To explain how Borobudur temple is
 - d. To describe Indonesian monument
2. Where is the temple located?
 - a. In ancient Mataram Kingdom
 - b. Around Hindu temple
 - c. In Magelang
 - d. In Gupta Architecture of India
3. Borobudur is well-known all over the world. (Line 4)
 The word “well-known” is closest meaning to
 - a. extinct
 - b. unfamiliar

- c. famous
 - d. great
4. “Each of them is with a circle of bell shape stupa.” (Line 7)
What does the underlined word refer to?
- a. Terraces
 - b. Borobudur
 - c. Buddhist sculpture
 - d. Relief
5. What is the topic of the second paragraph?
- a. The Buddhist temple
 - b. Indonesian monument
 - c. The construction of the Buddhist temple
 - d. The five terraces
6. Which statement is TRUE according to the text?
- a. The temple consists of seven steps like stone terrace.
 - b. The upper steps are square.
 - c. The structure of universe influences the Hindu temple.
 - d. All terraces are with a circle of bell shape-stupa.
7. What does the text tell about?
- a. The Hindu – Buddhist temple
 - b. Borobudur temple
 - c. The scenery of Borobudur temple
 - d. The famous temple

Question 8-10

The Jackson Family

Mr. Jackson is an American teacher, but he lives and works in Denpasar. He teaches English at SMP 8. He is a very good teacher. His students like him. His wife is an Indonesian. She comes from Medan. They have one son and one daughter. The children go to a primary school. Mr. Jackson’s house is made of wood. It has five rooms: a kitchen, a bathroom, a living room and two bedrooms. The Jacksons has a house maid to help Mrs Jackson to do the house work. The maid comes from Bantul.

8. What does Mr. Jackson do?

He is

- a. a father
- b. a teacher
- c. a student
- d. a house maid

9. Where do the Jacksons stay?

- a. In Denpasar
- b. In Bantul
- c. In Medan
- d. In America

10. "She comes from Medan." (line 3)

The underlined word refers to Mr. Jackson's....

- a. teacher
- b. daughter
- c. student
- d. wife

Question 11-17

Taronga Zoo

Taronga Zoo is the major zoo in Australia. It is located in Sydney, New South Wales. It occupies a 33-hectare location. The name "taronga" is an Aboriginal name. It means "water view".

The Zoo has Australia's finest collection of native Australian animals and many exotic species. It has kangaroos, wallabies, and koalas. Those animals can be seen from a close distance. There are platypuses, echidnas, and New Zealand kiwis in the Nocturnal House. There are also gorillas in the new Gorilla Tropical Forest. All animals in the zoo are kept very well. They are kept in the environment that is like their natural habitat.

Taronga is usually used as a site for scientific research, conservation, and education. It also offers a range of educational and special interest tours.

(Adapted from: Microsoft ®Encarta ® 2006. © 1993-2005 Microsoft Corporation)

11. Where is Taronga zoo located?
- a. It's located in Sydney, Australia.
 - b. It's located in New Zealand.
 - c. It's located in New York.
 - d. It's located in Aboriginal site.
12. "Taronga Zoo is the major zoo in Australia." (Line 1)
- The word major in Line 1 is closest in meaning to
- a. inferior
 - b. secondary
 - c. significant
 - d. ordinary
13. "It occupies a 33-hectare location." (Line 2)
- The underlined word is closest meaning to
- a. resides
 - b. spreads
 - c. places
 - d. areas
14. Where do you find New Zealand kiwis?
- a. In the Tropical Forest.
 - b. In the south of the zoo.
 - c. In the Nocturnal House.
 - d. In New Zealand.
15. What does the second paragraph tell about?
- a. Various animals in Australia's collection.
 - b. The native Australian animals.
 - c. Natural habit in Australia.
 - d. Natural environment.
16. "The zoo has Australia's finest collection" (Line 4)
- The antonym of the underlined word is
- a. best
 - b. worst

- c. excellent
- d. pain

17. Which of the following statements is TRUE according to the text?

- a. Taronga Zoo is the only zoo in Australia.
- b. The animals in Taronga Zoo cannot be seen in a close distance.
- c. The name “taronga” is an aboriginal name for “water view”.
- d. Taronga zoo only has native Australian animals.

Question 18 - 24

My Holiday in Flores

I went to Flores last month. I went there to visit Australian Volunteer English teachers in Maumere, Ende and Bajawa. As a result, I also enjoyed the beauty of the island.

I started my first day in Maumere with Jo Keating. After visiting several schools in the city, we took an amazing journey over the mountains to the south **coast**. We visited a new junior high school there. Then, I traveled to Ende to meet Sharon Kidman. Ende has a great market with a lovely selection of traditional woven ikat cloth, and great seafood.

My next trip was to Detusoko. **It** is a mountain village. I went there with Ginny Edwards. Detusoko is not far from Mount Kelimutu. We woke up at 4 am to see the three different coloured lakes at dawn. It was truly inspiring.

My final trip was to Bajawa. It is a small town high in the mountains. It was a very cold place. Yet my trip was fun and memorable. I would like to go back Flores one day.

(Adapted from: Scaffolding page. 113)

18. Where did the writer go after visiting Ende?

- a. Bajawa.
- b. Detusoko.
- c. Maumere.
- d. Mount Kelimutu.

19. What is the main idea of the last paragraph? the writer went to

- a. Bajawa
- b. Detusoko
- c. Maumere

- d. Mount kelimutu
20. Which of the following statements is NOT TRUE according to the text?
- The writer visited some schools in Maumere.
 - After visiting Maumere, the writer went to Ende.
 - After visiting Ende, the writer went to the mountain village.
 - Bajawa is the writer's third destination.
21. "We took an amazing journey over the mountains to the south coast". The words "coast" has closely meaning to....
- river
 - lake
 - mountain
 - shore
22. "It is a mountain village". The word "it" in line 7 refers to. . . .
- Maumere
 - Bajawa
 - Flores
 - Detusoko
23. What is the social function of the text?
- Describe a particular person, place or thing.
 - Entertain the reader .
 - Retell the past experience.
 - Give information to the reader.
24. From the text above, we can conclude that. . .
- The writer went to Florest last two months
 - The writer visited 2 place
 - The trip was fun and memorable for the writer
 - The writer won't to visit Flores again.

Quuestion 25- 31

After the movie was over, I left the cinema quickly. My watch showed 11.30 p.m. as I got on to my cycle. I pedaled hard on my bicycle and was soon speeding home. My tought went back to the movie I had just seen. It was a scary story. I could remember clearly a woman screaming

as she was being attacked by a monster. Somehow that frightful scene stayed in my mind and I could not forget it.

The road was dark and quite. As I approached **a graveyard**, I heard some sounds behind me. I was frightened and began to cycle faster. The sound came nearer and nearer. Then, I heard a familiar voice calling me. I looked back and saw Hadi, my classmate. He had also seen the movie and was frightened too. He had cycled after me so that he could not be alone. Both of us laughed out loud over our behavior.

(Adapted from: *LKS AKIKA PUSAKA* page. 48)

25. What is the text mostly about?
 - a. Going home from the movie.
 - b. An unforgotten.
 - c. The frightful scene.
 - d. The scary feeling.
26. What does "I" in the text refers to?
 - a. The reader.
 - b. The writer.
 - c. The movie.
 - d. The monster.
27. When did they see the movie?
 - a. In the evening.
 - b. At night.
 - c. In the morning.
 - d. In the afternoon.
28. "As I approach a grave yard". What is the similar meaning of underlined word?
 - a. Cemetery.
 - b. Back ground.
 - c. Dark place.
 - d. Ground floor.
29. What is the purpose of the text above?
 - a. To amuse and entertain the reader .

- b. To describe a particular place.
- c. To inform the reader .
- d. To retell events.

30. From the text above, we can conclude that. . .

- a. The writer and his friend was frightened after saw a scary movie
- b. The writer meet someone
- c. The writer don't like the movie
- d. The writer left cinema by car with his friend

Question 31- 38

Visiting Bali

There were so many places to see in Bali that my friend decided to join the tours to see as much as possible. My friend stayed in Kuta on arrival. He spent the first three days swimming and surfing on Kuta beach. He visited some tour agents and selected two tours. The first one was to Singaraja, the second was to Ubud.

On the day of the tour, he was ready. My friend and his group drove on through mountains. Singaraja is a city of about 90 thousands people. It is a busy but quiet town. The street are lined with trees and there are many old Dutch houses. Then they returned very late in the evening to Kuta.

The second tour to Ubud was a very different tour. It was not to see the scenery but to see the art and the craft of the island. The first stop was at Batubulan, a center of stone sculpture. There my friend watched young boys were carving away at big blocks of stone. The next stop was Celuk, a center for silversmiths and goldsmiths. After that he stopped a little while for lunch at Sukawati and on to mass. Mass is a tourist center.

My friend ten-day-stay ended very quickly beside his two tour, all his day was spent on the beach. He went sailing or surfboarding every day. He was quiet satisfied.

31. How many tours did the writer go?

- a. two tours
- b. four tours
- c. five tours
- d. six tours

32. “Then they returned very late in the evening to Kuta.” (Line 8)

What does the underlined word refer to?

- a. I and my friend
- b. my friends
- c. my friend and his group
- d. he and I

33. Which statement is FALSE according to the second paragraph?

- a. We can find mountains in Singaraja.
- b. Singaraja is a busy and quiet town.
- c. Singaraja has many Old Dutch houses.
- d. We can find silversmith and goldensmith in Singaraja.

34. What is the purpose of the text above?

- a. To amuse and entertain the reader .
- b. To describe a particular place.
- c. To inform the reader .
- d. To retell events.

35. Where is the centre of stone sculpture?

- a. Kuta.
- b. Ubud.
- c. Batubulan.
- d. Singaraja.

36. The topic of paragraph three is about...

- a. touring to Ubud to see the art and the craft of the island.
- b. helping friend in center for silversmiths and goldensmith.
- c. making art and craft.
- d. measuring the art and craft product in Ubud.

37. “He was quiet satisfied.” (Line 16)

The word “satisfied” is closest meaning to

- a. happy
- b. disappointed

c. angry

d. sorry

38. The text tells you about...

a. the writer's holiday in Bali.

b. tourist resorts in Bali.

c. carving at big blocks of Bali' stone.

d. inviting friends for holiday in Bali.

Question 39-44

Jatim Park

For people in East Java, Jatim Park may have been heard many times as it is one of the famous tourism object in East Java province. Jatim Park offers a recreation place as well as a study center.

Jatim Park is located at Jl. Kartika 2 Batu, East Java. To reach the location is not too difficult because the object is only 2, 5 kilos meters from Batu city. This Jatim Park tourism object is about 22 hectares width.

Visitor can enjoy at least 36 kinds of facilities which can attract them as well as give new knowledge. Just after the pass gate, the visitors will find an interesting view of 'Galeri Nusantara' area. This study offering continues to step on 'Taman Sejarah' area, which contains of miniature temple in East Java like Sumberawan temple, customhouse of Kiai Hasan Besari Ponorogo and Sumberawan Statue. The other facility which is able to be enjoyed is 'Agro Park' area. It presents crop and rareness fruits, animal diorama which consists of unique animals that have been conserved, and supporting games like bowling, throw ball, scooter disco, etc. Jatim Park is suitable for family and school recreation. The recreation area sites offer precious tour and can used as alternative media of study.

<http://bos-sulap.blogspot.com/2010/02/contoh-example-descriptive-text-on.html>

39. What is Jatim park?
- a. It is a tourism object.
 - b. It is a big city.
 - c. It is a game area.
 - d. Taman sejarah area.
40. Jatim Park is located at Jl. Kartika 2 Batu, East Java. (line 4)
- What does the underlined word mean?
- a. is situated
 - b. is built
 - c. is inhabited
 - d. is renovated
41. What will we find when we get into Taman Sejarah?
- a. Fruits and animals.
 - b. Kind of games.
 - c. Miniature of temple and games.
 - d. Customhouse of K. Hasan Besari.
42. What does the third paragraph tell us about?
- a. The facilities of Jatim Park
 - b. The beautiful scenery of Jatim Park
 - c. The Jatim park's games
 - d. Taman sejarah and Agro park.
43. It presents crop and rareness fruits, animal diorama” (Line 12)
- What does the underlined word refer to?
- a. Jatim Park
 - b. Agro Park
 - c. The resort
 - d. Sumberawan statue
44. How many areas do we find in Jatim Park?
- a. One area.
 - b. Two areas.
 - c. Tree areas.

d. Five areas.

Question 45-49

Last night, I read an article about **adolescence** in a magazine. I learned that it was a time of change between childhood and adulthood.

After I finished reading the article from the magazine, I remembered my own adolescence. I was fourteen at the time. I felt very emotional about everything. But I tried to learn more about myself. I tried to discover what I wanted to do, and what kind of people I wanted to be.

To divert my emotions, I took many extracurricular activities I took piano lessons on Mondays. On Tuesday I joined an English course. Then on Wednesdays and Thursdays, I had extra science and math lessons. Fridays, it was my time to play basketball with my friends. Finally, I spend most of my weekend with my family.

I was able to control my emotions and to have a place where I could express my creativity in positive.

(Adapted from: *LKS AKIKA PUSAKA* page. 50)

45. What is the topic of the text above?

- a. Magazine.
- b. Adolescence.
- c. Extracurricular activities.
- d. Adulthood.

46. The writer did the activities below to divert his emotions, except

- a. he took many curricular activities
- b. he took piano lessons
- c. he joined an English course
- d. he had an extra science

47. I remembered my own adolescence. The word underlined means. It was time of change between . . .

- a. babyhood and childhood
- b. childhood and youth
- c. childhood and adulthood
- d. adulthood and babyhood

48. The weekends are on
- a. Friday and Saturday
 - b. Saturday and Sunday
 - c. Sunday and Monday
 - d. Monday and Tuesday
49. From the text above we know that? We should be able to
- a. divert our feeling
 - b. read a magazine
 - c. control our emotions
 - d. take many curricular activities

Question 50-54

Embarrassing Experience

Today was a really hot day. After I had had my lunch, I went to the town square to watch a local singing contest. I went there alone. Arriving there, I chose a place under a big tree. I thought it could save me from the strong sunlight. I actually did not really pay attention to the contest. I just went there to avoid a boring time at home. Suddenly, I found myself behind a young boy. I was really sure that he was my classmate, Andi. I pinched him a little and called his name. The boy was surprised. When he turned around. I finally realized that he was not my classmate. I could not say a word. That moment was just embarrassing.

50. What does the text tell us about?
- a. The writer's good day.
 - b. The writer's singing contest
 - c. The writer's daily activities
 - d. The writer's embarrassing experience
51. Where was the writer standing while watching the singing contest?
- a. Near the stage
 - b. Under a big tree
 - c. In front of the television
 - d. In the middle of the crowd
52. Why did the boy feel surprised?
- a. Suddenly someone stood next to him

- b. Someone pinched him and called out his name
 - c. He met someone whom he hadn't met for long
 - d. He saw someone acting stupid things in front of him
53. "I thought it could save me from the strong sunlight." (paragraph 2) what does 'it' refer to?
- a. The tree
 - b. The contest
 - c. The sunlight
 - d. The day
54. From the text, we can conclude that the writer felt ... after he called a wrong person. . .
- a. Shy
 - b. Worried
 - c. Embarrassed
 - d. Excited

Question 55-60**Giraffe**

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at the zoo. It is male and it is about six meters tall

The giraffe has brown eyes. They are protected by very thick lashes. This giraffe has brown spots on the skin. This coloring helps protect the giraffe. It also has two short horns on its head.

Like a camel, it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

Adapted from: Intermediate Reading Practice

55. The word "gallop" in the last sentence means
- a. run
 - b. protect
 - c. fight

- d. walk
56. From the description, we may conclude that giraffe
- a. need more water than camel
 - b. eat tree leaves for water
 - c. do not need much water
 - d. need water and do not need leaves
57. Which is the correct generic structure of descriptive text?
- a. Orientation – Resolution – Complication
 - b. Identification – Description
 - c. Orientation – Series of event – resolution
 - d. Description – Identification
58. What is the purpose of the text
- a. to retell the last story
 - b. to entertain the reader
 - c. to describes a particular thing
 - d. to tell how to make something
59. This coloring ... protects the giraffe.
- a. helping
 - b. helped
 - c. is help
 - d. helps
60. “Like a camel, it can go for a long time without drinking water.”

The underlined word means. . .

- a. Giraffe
- b. Water
- c. Trees
- d. leaves

Progress Test I

Read the text and answer the questions 1-5.

Diving in Bunaken Island

Last year I left New Zealand for Bunaken Island. I went there with a group of New Zealand divers. Getting there was not quite easy.

Soon after our arrival at Bunaken, we got a general briefing. It included a description about how to take pictures under water.

Then, we began our diving. In our diving, we saw groups of tiny fish. In order to identify them, we needed a good guide. Without some knowledge of their habitat and behavior, it was difficult to identify.

In summary, the trip was mostly enjoyable. This place is so impressive with its marine life.

Line
1

5

1. What kind of text is it?
 - a. a descriptive text.
 - b. a recount text.
 - c. a narrative text.
 - d. a report text.
2. What is the purpose of the text?
 - a. To retell the writer's experience
 - b. To tell New Zealand
 - c. To retell marine life
 - d. To retell a group of New Zealand divers.
3. With whom did the writer go to Bunaken Island?
 - a. his family
 - b. his friend
 - c. a group of New Zealand diver
 - d. local people
4. "It included a description about" (Line 3)
What does the underlined word refer to?
 - a. A picture
 - b. Arrival
 - c. Under water
 - d. A general briefing
5. What did they do at Bunaken?
 - a. Swimming
 - b. Adventure
 - c. Diving
 - d. Walking around

Read the text and answer the questions 6-10.

One of the most interesting animals in the zoo is the giraffe. This is the giraffe we saw at a zoo. It is male and it is about six meters tall.

The giraffe has big brown eyes. They are protected by very thick eyelashes. This giraffe has brown spots on the skin. This coloring helps protect the giraffe. It also has two short horns on its head.

Like a camel it can go for a long time without drinking water. One source of water is the leaves which it eats from trees. It is tall, so the giraffe can reach the tender leaves at the top of a tree.

The giraffe has two methods of self protection. If something frightens an adult giraffe, it can gallop away at about fifty kilometers per hour or stay to fight with its strong legs.

Line

1

5

6. What is the best title for the text?
 - a. A small African Animal
 - b. Giraffe and camel
 - c. The biggest animal at the zoo
 - d. An interesting giraffe
7. "it can gallop away at about" (Line 10)
The word "gallop" is closest meaning to
 - a. run
 - b. protect
 - c. fight
 - d. walk
8. Which statement is TRUE according to the text?
 - a. Giraffes need more water than camels.
 - b. Giraffes eat tree leaves for water.
 - c. Giraffes do not need much water.
 - d. Giraffes need water and do not need leaves.
9. A giraffe is about ... meters tall.
 - a. two
 - b. three
 - c. four
 - d. six
10. The giraffe has two methods of self protection. One of them is
 - a. looking for other giraffes
 - b. staying to fight with its strong legs
 - c. hiding in a certain place
 - d. staying and doing nothing

Progress Test II

Read the text and answer the questions 1-5.

Dengue Fever

Dengue fever is one of the most dangerous diseases in the world.

Dengue fever is endemic in most tropical countries of the South Pacific, Asia, the Carribeans, the Americas and Africas.

This disease rapidly spreads in most tropical urban areas of the world. It means people in these areas have high risks of infection of the disease.

Dengue fever is caused by a virus. The virus is transmitted into humans by the bite of infected mosquito, usually *Aedes Aegypti*. In other words, the disease cannot be spread directly from person to person.

The disease is characterized by high fever, severe headache, backache, joint, and muscle pains, sometimes, many patients get nausea, vomiting, and a rash on arms, face and legs. There is no specific treatment for the disease.

1. What is dengue fever?
 - a. It is endemic in most tropical countries.
 - b. It is like cancer.
 - c. It is a risk disease.
 - d. It is muscle pain.
2. What is the topic of the second paragraph?
 - a. Virus
 - b. Endemic disease
 - c. The characteristics of dengue fever
 - d. The cause of disease
3. What cause dengue fever?
 - a. It is caused by dirty environment.
 - b. It is caused by virus.
 - c. It is caused by some animals.
 - d. It is caused by water.
4. "the disease cannot be spread directly from person to person." (Line 10)
What does the underlined word mean?
 - a. treatment
 - b. measured
 - c. caused
 - d. distributed
5. What are the dengue fever's characteristics?
 - a. cold, severe headache and getting nausea
 - b. high fever only
 - c. high fever, severe headache, and backache
 - d. pale and cold

Read the text and answer the questions 6-10.

A Tour to the Botanic Gardens
by Nida

On Thursday 24 April, Year Eight students went to the Botanic Gardens. We walked down and got into the bus.

After we arrived at the gardens, we walked down to the Education Centre. We went to have a look around. First we went to the Orchid Farm and Mrs. Rita read us some of the information. Then we looked at all the lovely plants. After that we went down to a little spot in the Botanic Gardens and had morning tea.

Next we took some pictures and then we went back to the Education Centre to have lunch. After that we went for a walk.

A lady took us around and introduced herself, then she explained what we were going to do. Next she took us in to the green house. It was most interesting.

Soon after we had finished we went back outside. Finally we got into the bus and returned to school. We were tired but happy.

6. When did they go to Botanic Garden?
 - a. On 24 may
 - b. On Monday 24 may
 - c. On Thursday 24 may
 - d. On Thursday 24 April
7. What did the first they do when they arrived at the gardens?
 - a. They saw some pictures.
 - b. They walked down to the education centre.
 - c. They looked at all plants.
 - d. They went home.
8. Where did they have lunch?
 - a. at the green house
 - b. at the school
 - c. at the education centre
 - d. at orchid farm
9. How did they return to school?
 - a. By plane
 - b. By motorcycle
 - c. By bike
 - d. By bus
10. How did they feel after going to Botanic Gardens?
 - a. happy
 - b. sad
 - c. disappointed
 - d. discourage

APPENDIX 7

THE SCORE COMPARISON

The Scores Comparison

This is the results of the scores comparison among pre-test, post-test, progress tests 1 and 2. There are 28 students in Class VIIID. There were two students who did not join to the progress test 1. The result of the tests is as follows.

NO.	SCORE			
	PRE-TEST	POST-TEST	PROGRESS TEST 1	PROGRESS TEST 2
1	4.4	6.4	6	9
2	8.8	8.8	10	10
3	7.8	8.6	9	9
4	4.4	8.0	10	10
5	4.4	7.4	10	10
6	4.6	8.8	9	10
7	7.2	8.2	-	10
8	8.6	8.2	9	10
9	4.6	8.2	8	10
10	8.6	8.0	10	8
11	4.4	8.2	9	8
12	8.8	8.4	10	8
13	4.4	7.8	10	9
14	8.6	8.4	10	10
15	8.8	8.2	10	9
16	4.4	8.2	8	10
17	6.0	8.0	9	10
18	8.8	8.8	10	9
19	4.4	8.6	10	10
20	8.2	8.6	-	10
21	4.4	8.4	9	9

22	8.8	9.2	10	9
23	4.6	8.6	8	10
24	8.6	8.7	10	10
25	4.6	8.2	10	9
26	4.4	8.6	10	10
27	7.0	8.6	10	9
28	4.8	8.6	9	9
TOTAL	177.4	232.7	243	264
MEAN	6.3	8.3	9.34	9.42

This is the score comparison. The results of mean and gain score are as follows.

Kind of tests	Pre-test	Post-test	Gain score
Mean score	6.3	8.3	1.97
Kind of tests	Progress test 1	Progress test 2	
Mean score	9.3	9.4	0.08

APPENDIX 8

PHOTOGRAPH OF ACTIONS

THE POTOGRAPH



1. The students were doing Pre-test.



2. The researcher was explaining the students about descriptive text



3. The students were working in group



4. The student was presenting their group work in front of the class



5. The students were doing post test



6. The English teacher was explaining the material

APPENDIX 9

ATTENDANCE LIST

DAFTAR KEHADIRAN

Satuan Pendidikan : SMP I WONOSOBO
Tahun Pelajaran : 2012/ 2013

Kelas : 8D
Mata Pelajaran : Bahasa Inggris

No	Nama Siswa	Pre-test 21/9/12	Cycle I			Cycle 2		Post-test 13/10/12
			26/9	28/9	29/9	5/10	6/10	
1	Adhitya Wahyu Ardana	.	.	.	.	.	.	.
2	Abdul Latief Muhammad Qaim	.	.	.	.	.	.	.
3	Almas Fathoni Yumna	.	.	.	.	.	.	.
4	Arsari Putri Akhsanti	.	.	.	.	.	.	.
5	Athallah Makarim	.	.	.	.	.	.	.
6	Fiki Nurul Liana Rezeki	.	.	.	.	.	.	.
7	Galang Cahyo Rahino	.	.	i	i	.	.	.
8	Genta Adinda Yustisia	.	.	.	.	.	.	.
9	Gestavo Arkinsha Descaviano	.	.	.	.	.	.	.
10	Hafidz Wibowo	.	.	.	.	.	.	.
11	Hanif Weka Pradana	.	.	.	.	.	.	.
12	Iwan Hidayat	.	.	.	.	.	.	.
13	Jendra Luqman Zen	.	.	.	.	.	.	.
14	Kirana Intan Safitri	.	.	.	.	.	.	.
15	Muhammad Afra Assegaf	.	.	.	.	.	.	.
16	Nurul Aini Hidayah	.	.	.	.	.	.	.
17	Pikata Asel Nino	.	.	.	.	.	.	.
18	Samuel Elkana Sugianto	.	.	.	.	.	.	.
19	Septiana Sabila Hasna	.	.	.	.	.	.	.
20	Silfia Andriyani	.	.	i	i	.	.	.
21	Sinta Vidayati Nur Hapsari	.	.	.	.	.	.	.
22	Stefanus Cagar Manusakerti	.	.	.	.	.	.	.
23	Tanti Yuliana	.	.	.	.	.	.	.
24	Trise Larasati	.	.	.	.	.	.	.
25	Tunjung Kusumo Hartoko	.	.	.	.	.	.	.
26	Wafirul arif Irfan	.	.	.	.	.	.	.
27	Yauma Tahta Rahmantika	.	.	.	.	.	.	.
28	Yumna Hanum Rahaeng	.	.	.	.	.	.	.

APPENDIX 10

THE STUDENTS' SCORE

NO	NAMA SISWA	NILAI			
		Pre-test	Progress Test I	Progress Test II	Post-test
1	Adhitya Wahyu Ardana	4.8	6	9	6.5
2	Abdul Latief Muhammad Qaim	7.3	10	10	8.8
3	Almas Fathoni Yumna	7.5	9	9	8.5
4	Arsari Putri Akhsanti	6.7	10	10	8
5	Athallah Makarim	6.8	10	10	7.5
6	Fiki Nurul Liana Rezeki	7.7	9	10	8.8
7	Galang Cahyo Rahino	6.8	-	10	8.2
8	Genta Adinda Yustisia	6.5	9	10	8.2
9	Gestavo Arkinsha Descaviano	7.3	8	10	8.2
10	Hafidz Wibowo	7.2	10	8	8
11	Hanif Weka Pradana	6.7	9	8	8.2
12	Iwan Hidayat	7.7	10	8	8.3
13	Jendra Luqman Zen	7	10	9	7.8
14	Kirana Intan Safitri	6.5	10	10	8.3
15	Muhammad Afra Assegaf	6.7	10	9	8.2
16	Nurul Aini Hidayah	7	8	10	8.3
17	Pikata Asel Nino	7.3	9	10	8
18	Samuel Elkana Sugianto	7.2	10	9	8.8
19	Septiana Sabila Hasna	6	10	10	8.7
20	Silfia Andriyani	6.8	-	10	8.5
21	Sinta Vidayati Nur Hapsari	6.2	9	9	8.5
22	Stefanus Cagar Manusakerti	7	10	9	9.3
23	Tanti Yuliana	6.5	8	10	8.7
24	Trise Larasati	7.5	10	10	8.7
25	Tunjung Kusumo Hartoko	6.2	10	9	8.2
26	Wafirul arif Irfan	7	10	10	8.7
27	Yauma Tahta Rahmantika	7.3	10	9	8.7
28	Yumna Hanum Rahaeng	7.5	9	9	8.7

APPENDIX 1 1

LETTER



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
<http://www.fbs.uny.ac.id/>

FRM/FBS/33-01
10 Jan 2011

Nomor : 1106e/UN.34.12/PP/IX2012
Lampiran : 1 Berkas Proposal
Hal : Permohonan Izin Penelitian

18 September 2012

Kepada Yth.
Kepala SMP 1 Wonosobo
Di Wonosobo – Jawa Tengah

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud akan mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul :

Improving Reading Comprehension through Jigsaw Technique of Eight Grade Students of SMP 1 Wonosobo

Mahasiswa dimaksud adalah :

Nama : NURMA LIZA KUMALA SARI
NIM : 07202244044
Jurusan/ Program Studi : Pendidikan Bahasa Inggris
Waktu Pelaksanaan : September – November 2012
Lokasi Penelitian : SMP 1 Wonosobo

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Berkas 1,

D. Zidnyastury Purbani, M.A.
NIP. 19630524 199001 2 001

Tembusan:
Kepala SMP 1 Wonosobo